

ASL II - Marking Period 1

Content Area: **World Language**
Course(s): **American Sign Language II**
Time Period: **Marking Period 1**
Length: **9-10 weeks**
Status: **Published**

Course Pacing Guide

This course engages students in an exploration of topics related to vacation, what one does in their free time, shopping, daily routine, dining, holidays and celebrations, technology and a hotel stay. The course develops awareness and appreciation of cultural products, practices and perspective from the target culture.

Unit Overview

Unit Title: Review

Overview: This unit reviews material from the previous year of ASL. This unit develops awareness and appreciation of cultural products, practices and perspective from the target culture.

- Students will review the vocabulary associated with friends, family, and their home.
- Students will review the important vocabulary they learned associated with both home and school activities.
- Students will review vocabulary related to personality, health, and well-being.
- Students will review vocabulary related to team sports such as soccer (football), and baseball.
- Students will review vocabulary related to shopping for food and clothing.
- Students will review the vocabulary they need to talk about vacations they take in the winter and summer.

Enduring Understandings

- Interpretation:
 - Identify the main idea and some supporting details when reading and listening.
 - Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- Presentational:
 - Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture

- Use language to respond in writing to a variety of topics.
- Interpersonal:
 - Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations

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| WL.7.1.IM.A.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.IM.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.IM.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.IM.B.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IM.B.L.1.b | Handle simple transactions related to everyday life: |
| WL.7.1.IM.B.L.1.b.1 | Initiate, maintain, and end a conversation. |
| WL.7.1.IM.B.L.1.b.2 | Ask for and give permission. |
| WL.7.1.IM.B.L.1.b.3 | Express needs. |
| WL.7.1.IM.B.L.1.b.4 | Give reasons. |
| WL.7.1.IM.B.L.1.b.5 | Request, suggest, and make arrangements. |
| WL.7.1.IM.B.L.1.b.6 | Extend, accept, and decline an invitation. |
| WL.7.1.IM.B.L.1.b.7 | Express an opinion and preference. |
| WL.7.1.IM.C.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.C.L.1.a | Handle simple transactions related to everyday life |
| WL.7.1.IM.C.L.1.a.1 | Express needs. |
| WL.7.1.IM.C.L.1.a.2 | Give reasons. |
| WL.7.1.IM.C.L.1.a.3 | Express an opinion and |
| WL.7.1.IM.C.L.1.a.4 | Request and suggest. |

Essential Questions

How do I use another language to communicate with others?

What strategies can I use to communicate more effectively?

What can I learn about my own language and culture from the study of others?

How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?

How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

New Jersey Student Learning Standards (No CCS)

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| WL.7.1.IL.A | Interpretive Mode |
| WL.7.1.IL.A.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes |
| WL.7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| WL.7.1.IL.A.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) |
| WL.7.1.IL.A.L.1 | The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to: |
| WL.7.1.IL.B.1 | Use digital tools to participate in short conversations and to exchange information related to targeted themes. |
| WL.7.1.IL.B.4 | Ask and respond to factual and interpretive questions of a personal nature or on school - related topics. |
| WL.7.1.IL.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IL.B.L.1.b | Handle simple transactions related to everyday life: |
| SCI.MS-ESS2-1 | Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. |

Amistad Integration

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| SOC.6.2.12.D.1.d | Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. |
| SOC.6.2.12.D.1.e | Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. |

Holocaust/Genocide Education

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| SOC.6.1.12 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
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Interdisciplinary Connections

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| LA.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| LA.W.9-10.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| SCI.9-12.5.1.12.D.1 | Engage in multiple forms of discussion in order to process, make sense of, and learn from |

others' ideas, observations, and experiences.

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.3.12.B.1 | Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |

Technology Standards

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| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.D.CS3 | Exhibit leadership for digital citizenship. |

21st Century Themes/Careers

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| WL.7.1.IL.A.1 | Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes |
| WL.7.1.IL.A.C.2 | The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) |
| WL.7.1.IL.A.C.6 | The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) |
| WL.7.1.IL.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.IL.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |

Financial Literacy Integration

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| PFL.9.1.12.A.8 | Analyze different forms of currency and how currency is used to exchange goods and services. |
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Instructional Strategies & Learning Activities

Communication: Communicate effectively in more than one language in order to function in a variety of

situations and for multiple purposes

- Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures: Interact with cultural competence and understanding

- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the languages studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
- Read and interpret short passages, and articles in the target language
- Q/A written and oral
- Short summary writing
- Delivery of oral presentations
- Review of homework

- Rewriting/correcting of common grammatical errors in Spanish
- Group/class discussions
- Watch videos in target language
- Peer conversations , simulated conversations

Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- Canvas expressive video recorded by students. Send a short comment to the student afterward for feedback.
- Exit tickets at the end of class: a small, written student assessment or question on the topic eg. a short self-assessment checklist.
- Digital exit tickets (Canvas, Google Forms)
- Using exit tickets, collect student responses and create an activity modeling good responses, followed by responses that need some correction — mostly for common errors.
- Students write quizzes for the teacher to take at the end of class.
- Speed-dating activities and assesses students while they communicate interpersonally.
- Take incorrect examples from students' recent quizzes and discuss and edit them as a class. When doing so, try telling students how many are wrong, but not which are wrong.
- Circle the room during any activity and listen for common mistakes.

Summative Assessment

- Interpersonal, oral, interaction and personal reflection of learning.
- Integrated performance assessments
- Oral presentations and interviews
- Comprehensive reading or listening/viewing assignments
- Projects and portfolios
- Unit, semester or final exams
- Comprehensive written or speaking/signing assignments

Benchmark Assessments

- Comprehensive expressive or receptive assignments.
- After the initial assessment is given, break down the data in a variety of ways.
- Evaluate whole group data.
- Interpretive expressive task
- Interpretive receptive task
- Interpersonal expressive task
- Interpersonal receptive task
- Presentational expressive task
- Presentational receptive task

Alternate Assessments

- Performance Based Tasks: The learner draws on personal experiences in order to perform a task in the target language.
- Integrative Tasks: The learner uses more than one skill at a time to perform a specific task.
- Interactive Tasks: Communication with other students or the teacher
- 1:1 Interviews
- Role Playing
- Integrated Performance Assessments in the Interpretive, Interpersonal and Presentational modes
- Students interpret authentic signed material
- Students use new material in a variety of real life tasks
- Students summarize what they learned by integrating new material with previous knowledge

Resources & Technology

- Pinterest
- YouTube
- Google
- ACTFL
- FLENJ
- Facebook
- Instagram
- Twitter

BOE Approved Texts

Signing Naturally Level 2

Master ASL Level 1

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree or disagree with the response.
- Have kids create a cheat sheet of information that would be useful for a study guide for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Graph paper to assist in organizing or lining up math problems
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedure
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Focus on effort and practice
- Encourage risk taking