

Unit 4: Life Milestones & Events

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students will use the target language (American Sign Language-ASL) in the three modes of communication to identify & express life milestones and events, concepts of possession, and basic commands. This unit will provide the foundational skills that are necessary for students to develop ASL on their way towards fluency. Assessments will be based on students using and interpreting the target language.

Interpretive:

Students interpret authentic signed/visual productions of American Sign Language that focus on language likes/dislikes and descriptions

Interpersonal:

Students will engage in unscripted conversations with classmates, the instructor, or the members of the Deaf Community.

Presentational:

Students will use pre-rehearsed/memorized phrases in the target language as well as use culturally appropriate norms, gestures, and facial expressions.

ESSENTIAL QUESTIONS

- How can I use a language when I've just started to learn it?
- How can I navigate conversations in ASL when I don't know everything that was signed?
- What will help my classmates, my teacher, and members of the Deaf Community better understand me?
- How can I respect a culture that has different practices than my own?
- What is a life milestone?
- How can I describe major life events on a timeline?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - World Languages - Interpersonal Mode (2020)

7.1.NL.IPERS.1

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.5

Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NH.IPERS.2

Ask and respond to questions on practiced topics and on information from other subjects.

New Jersey (NJSLS) - World Languages - Interpretive Mode (2020)

7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NH.IPRET.2

Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4

Recognize some common gestures and cultural practices associated with target culture(s).

7.1.IM.IPRET.4

Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

New Jersey (NJSLS) - World Languages - Novice Low - Presentational (2020)

7.1.NL.PRSNT.1

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.4

State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

Developed by the American Council on the Teaching Foreign Languages (ACTFL) and P21, the attached map reflects the collective effort of World Language teachers in the United States and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators, and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

[21st Century Skills Map-World Languages.pdf](#)

TECH.9.4.2.CT.2

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

Resources & Technology

- Smart Board
- Google Slides
- YouTube Videos
- Video Recording Apps (for student work & assessment)

TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
TECH.8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.B.3	Identify products or systems that are designed to meet human needs.

PRE-ASSESSMENTS

Students will connect back to the previous unit "Family & Relationships" to discuss what kind of life events might effect a family. Students will discuss how life events can be happy or sad, but still important.

INSTRUCTIONAL PLAN

MODULE 1

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

We are learning to describe life milestones

Student Learning Strategies	<ul style="list-style-type: none"> • Using Total Physical Response (TPR) students will learn vocabulary in the targeted language through physical movement. • Students will work in small groups/partners to use the targeted vocabulary. • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	<p>I can state/infer the life milestone happening based on props and pictures.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Daily Observations • Participation in class • TPR responsiveness & readiness • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	<p>Students will learn new vocabulary of relevant life milestones (birthdays, first day of school, holidays, etc.). Students will use inferencing skills to describe what life event is happening based on props, pictures, and scenes.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning to describe life milestones and holidays.</p>
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Student Learning Strategies	<ul style="list-style-type: none"> • Using Total Physical Response (TPR) students will learn vocabulary in the targeted language through physical movement. • Students will work in small groups/partners to use the targeted vocabulary. • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	I can describe a holiday that I celebrate.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Daily Observations • Participation in class • TPR responsiveness & readiness • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	Students will describe a holiday that they celebrate through pictures and signs for students to infer what holiday is being described.
Suggested Modifications	Click for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe our life stories.
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Student Learning Strategies	<ul style="list-style-type: none"> • Using Total Physical Response (TPR) students will learn vocabulary in the targeted language through physical movement. • Students will work in small groups/partners to use the targeted vocabulary. • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	<p>I can write my life story by picking 3-5 important life milestones.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Daily Observations • Participation in class • TPR responsiveness & readiness • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	<p>Students will choose 3-5 important life milestones from their own life and tell their story to a partner. Their partner will track their story using a story tracker provided by the instructor.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning to create timelines.</p>
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Student Learning Strategies	<ul style="list-style-type: none"> • Using Total Physical Response (TPR) students will learn vocabulary in the targeted language through physical movement. • Students will work in small groups/partners to use the targeted vocabulary. • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	<p>I can create a timeline of various life milestones.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Daily Observations • Participation in class • TPR responsiveness & readiness • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	<p>Students will choose 5-7 important life events to add to a timeline. Their timelines will include dates and pictures relating to the events occurring. When complete, students will use presentational language to sign their timelines to the class.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

REFLECTIONS

For future lessons, introduce vocabulary more slowly and give students more time to engage with the vocabulary and use it. Foundational vocabulary will be very relevant to the students throughout their time using ASL, so it is worthwhile to spend the additional time teaching them the signs that will be more important to them. Everything does not have to be taught the first time. The curriculum will spiral and students will be able to see "old" vocabulary again.

K-2 & 3-5 do not necessarily need to learn the same vocabulary each week. K-2 should be learning fewer, but relevant vocabulary, while 3-5 (in the future) can begin to build off of the basic vocabulary that they have already learned.

Find a way to teach this differently as opposed to just showing students different life events. Maybe introduce a relevant book or movie that students can connect to and make a timeline of a character's life. This will allow all students to share a similar experience when learning and have something to refer back to when they need to make connections to their own lives.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

Students will have the opportunity to engage in authentic conversations about meaningful moments in their lives, which allows them to touch upon various SEL topics.

SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).