

# Unit 5: Supplemental Holidays

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

## UNIT RATIONALE

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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

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- 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?

## STANDARDS

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## **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.

## **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.NL.IPRET.2**

Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

## **New Jersey (NJSLS) - World Languages - Presentational Mode (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.2**

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

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.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.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

## **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.

PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
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.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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### **Resources & Technology**

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

TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
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.C.1	Brainstorm ideas on how to solve a problem or build a product.

### **PRE-ASSESSMENTS**

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Students will share their connections to the various holiday and current events as they are happening. Students may want to share any traditions that they have.

### **INSTRUCTIONAL PLAN**

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### **MODULE 1**

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#### **Student Learning Intentions (SLI) WALT:**

We are learning how communicate traditions and activities of various holidays,

<b>(We are learning to...)</b>	
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Using Total Physical Response (TPR) students will learn vocabulary in the targeted language through physical movement.</li> <li>• Students will work in small groups/partners to use the targeted vocabulary.</li> <li>• Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games.</li> <li>• Students will use basic vocabulary to answer questions.</li> </ul>
<b>Success Criteria</b>	I can use content vocabulary in authentic conversation.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Participation in class</li> <li>• TPR responsiveness &amp; readiness</li> <li>• Presentational, interpersonal, and interpretive group activities.</li> <li>• Student feedback based on learning intentions.</li> </ul>
<b>Activities and Resources</b>	Students will use the vocabulary for the various holidays authentically when sharing their traditions and connections.
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

[Signs of Spring](#)

[Superbowl Sunday ASL](#)

[ASL Birthday](#)

## REFLECTIONS

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SAVED

Students enjoyed bringing in current events (holidays, Super Bowl, etc.) into the classroom. In future years, it will be beneficial to not only build on vocabulary for specific events, but have students use the target vocabulary in different ways. Think of different hands-on activities that can be done during class-time. Maybe have some holiday lessons span over multiple weeks to make them more meaningful.

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

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Social Studies- Students will discuss various cultures and current events as they are happening in the real world.

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| 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.2 | Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). |
| SOC.6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.   |