

Unit 1: Introduction

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 d/Deaf people, Deaf cultural norms, and the ASL alphabet/numbers. 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 survival signs & the alphabet/numbers.

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?
- What does it mean to be d/Deaf?
- What is the difference between deaf and Deaf?
- 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

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - World Languages - Novice Low - Interpersonal (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.3

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

New Jersey (NJSLS) - World Languages - Novice Low - Interpretive (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.

7.1.NL.IPRET.3

Recognize a few common gestures associated with the target culture(s).

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.2

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

7.1.NL.PRSNT.3

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

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.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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases,

often supported by gestures or visuals.

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.IPRET.3	Recognize a few common gestures associated with the target culture(s).
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.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
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.

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](#)

PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
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.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.B.1	Identify how technology impacts or improves life.

PRE-ASSESSMENTS

Students will discuss their knowledge on what basic information is needed in order to learn a language. Students will discuss how languages assist in communication and different ways to communicate beyond spoken language (ex: gesturing, writing things down, pictures, etc.). Students will build on these skills throughout the unit as well as incorporate them into their ASL production.

INSTRUCTIONAL PLAN

MODULE 1

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<ul style="list-style-type: none"> • We are learning ASL "survival" signs. • We are learning what the term "d/Deaf" means." • We are learning to identify people in the room by role and indexing. • We are learning to communicate information using facial expressions.
<p>Student Learning Strategies</p>	<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,

	<p>presentation, and games.</p> <ul style="list-style-type: none"> • Students will use basic vocabulary to answer questions.
<p>Success Criteria</p>	<ul style="list-style-type: none"> • I can orally explain what the term d/Deaf means. • I can use indexing to identify people in the room. • I can use facial expressions to communicate a message.
<p>Formative Assessment (drives instructional decisions)</p>	<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.
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Warm Up: <p>Intro to ASL, Deaf Culture, & Instructor</p> <p>Whole Group:</p> <ul style="list-style-type: none"> • Survival Signs (yes, no, bathroom, sign, teacher, good morning/afternoon) • Facial Expressions <p>Activities:</p> <ul style="list-style-type: none"> • Happy Salmon Gesture Game
<p>Suggested Modifications</p>	<p>Click Here for Suggested Modifications</p>

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use and describe ASL conversation regulators and deaf cultural behaviors surrounding communication.
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 have a conversation in ASL with a peer using targeted vocabulary and facial expressions.
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	<ul style="list-style-type: none">• Do Now- What does ASL stand for?• Discussion- Who uses sign language?• The 5 Parameters of ASL• Vocabulary Direct Instruction- Survival Signs
Suggested Modifications	Click Here for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning the ASL alphabet
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 use the ASL alphabet to spell my name and objects around me.
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	<ul style="list-style-type: none">• Do Now- Discovery of ASL alphabet sheet• Video- Jack Hartman "See It, Say It, Sign It"• Video- Super Simple Songs "ABC Chant"• Direct Instruction on each letter of the ABCs• Student practice time to fingerspell their name

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to count from 1 to 20 in American Sign Language.
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 use the numbers 1-20 to answer basic problems.
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	<ul style="list-style-type: none">• Do Now- Student discovery of ASL numbers- What are some things that you notice/surprise you? Can you make a connection to things you have already learned?

	<ul style="list-style-type: none"> • Video- Jack Hartmann "Count to 20 & Work Out" • Video- "ASL Numbers Song" • Numbers & Math Vocabulary • Balloon Math • Telephone Game
Suggested Modifications	Click Here for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to have a basic conversation in ASL.
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 use my knowledge of Unit 1 to have a conversation with a peer.
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.

	<ul style="list-style-type: none"> • Student feedback based on learning intentions.
Activities and Resources	<ul style="list-style-type: none"> • Do Now- ASL ABC Challenge • Partner Chat • Review of numbers and math.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to introduce ourselves in ASL.
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 introduce myself to a partner using ASL.
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.

	<ul style="list-style-type: none"> • Student feedback based on learning intentions.
Activities and Resources	<ul style="list-style-type: none"> • Do Now- Review of ABCs using videos (either "See It, Say It, Sign It" or "ABC Chant") • Name fingerspelling practice • Vocabulary Instruction on greetings • Making Introductions grammar structure.
Suggested Modifications	<p>Click Here 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.

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.

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

Student learning across various content areas (ELA, Social Studies, Math, and Science) will be reinforced through learning American Sign Language.

ELA- Students will be able to start making English to ASL language connections starting with learning their letters. ASL will give students a kinesthetic way to think about language.

Social Studies- Throughout the unit, students will start learning about Deaf Culture and Deaf Cultural norms.

Math- Students will learn numbers in this unit and basic math concepts can be reinforced (counting, addition,

subtraction, etc.)

MA.2.OA.A	Represent and solve problems involving addition and subtraction.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
MA.2.OA.B	Add and subtract within 20.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
MA.2.NBT	Number and Operations in Base Ten
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
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.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.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).