

Unit 4: Milestones & Life 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 - 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.

7.1.NM.PRSNT.1

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.IL.PRSNT.3

Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4

Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IH.PRSNT.4

Use language creatively in writing for a variety of purposes.

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).

7.1.NL.IPRET.4

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

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.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
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.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
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.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

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.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
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 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.

	<ul style="list-style-type: none"> • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	I can state/infer the life milestones happening based on props and pictures.
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 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.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe life milestones and holidays.
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

	<p>use the targeted vocabulary.</p> <ul style="list-style-type: none"> • 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.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe our life stories.
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.

	<ul style="list-style-type: none"> • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	I can write my life story by picking 3-5 important life milestones.
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 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.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 4

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

	<ul style="list-style-type: none"> • Students will demonstrate understanding of vocabulary learned through TPR, presentation, and games. • Students will use basic vocabulary to answer questions.
Success Criteria	I can create a timeline of various life milestones.
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	<div style="border: 1px solid black; padding: 10px;"> <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> </div>
Suggested Modifications	Click Here for Suggested Modifications

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.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.