

# Unit 2: Engaging the Classroom

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 likes/dislikes, describing objects/people, 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 - 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.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.

## **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.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.
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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**

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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](#)

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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.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).

## **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.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

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Students will demonstrate their knowledge about the education system based on their own experiences. Students will question how the education system may be different for students in a d/Deaf setting,

## INSTRUCTIONAL PLAN

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### MODULE 1

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to describe school in different ways.
<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 describe what kind of school I go to.
<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</li></ul>

	intentions.
<b>Activities and Resources</b>	<ul style="list-style-type: none"> <li>• Do Now: Make a list- What words do you think of when I say the word "school"?</li> <li>• Vocabulary Practice</li> <li>• English vs. ASL Grammar Highlight</li> <li>• Sign and Share</li> <li>• Video- School Options for Deaf Students</li> <li>• Video- Moses Goes to a Concert</li> </ul>
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

## MODULE 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning the different subjects in school.
<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 express the school subject being described based on pictures that I see.
<b>Formative Assessment (drives instructional</b>	<ul style="list-style-type: none"> <li>• Daily Observations</li> </ul>

<b>decisions)</b>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Do Now- What is your favorite subject in school?</li> <li>• Vocabulary practice</li> <li>• Game- School Subject Guess Who</li> </ul>
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

### MODULE 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning how to express school schedules.
<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 answer questions about a school schedule in American Sign Language.

<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>	<ul style="list-style-type: none"> <li>• Do Now- What is a school schedule and how are they helpful?</li> <li>• Vocabulary Practice</li> <li>• Schedule Practice- When do I have. . . ; What class do I have on. . .</li> </ul>
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

## MODULE 4

Charade

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning the people we encounter in school.</p>
<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> </ul>

	<ul style="list-style-type: none"> <li>• Students will use basic vocabulary to answer questions.</li> </ul>
<b>Success Criteria</b>	I can use nonmanual markers to describe a person in school and guess who is being described in American Sign Language.
<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>	<ul style="list-style-type: none"> <li>• Do Now- What people do we see in school everyday and what are their jobs?</li> <li>• Vocabulary practice</li> <li>• School Personnel Charades</li> </ul>
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

## MODULE 5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to use the skills and signs learned in Unit 2 in authentic ways.
<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> </ul>

	<ul style="list-style-type: none"> <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 the skills and signs learned in Unit 2 authentically.
<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>	<ul style="list-style-type: none"> <li>• Review of Signs</li> <li>• Review of Schedules</li> <li>• Review of Grammar Highlights</li> <li>• Students Sign &amp; Share</li> </ul>
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

## MODULE 6

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to use Unit 2 skills authentically.
<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> </ul>

	<ul style="list-style-type: none"> <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 show my knowledge of Unit 2 skills through a game of bingo.
<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>	<ul style="list-style-type: none"> <li>• Do Now- Students create their own bingo boards using vocabulary from the unit.</li> <li>• Signed game of bingo</li> </ul>
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

## REFLECTIONS

SAVED

For future lessons, introduce vocabulary more slowly and give students more time to engage with the vocabulary and use it. School 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**

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This unit is unique in that students will be learning the signs for the different school subjects, so students will be able to talk about school in the target language. Students will use this information to discuss and reinforce concepts learned in school.

SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
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.