

# Unit 3: Family & Relationships

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 familial relationships, 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?
- How can I describe people in my family?
- How do we describe physical traits differently than character traits?

## STANDARDS

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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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.NM.PRSNT.1**

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

#### **7.1.NM.PRSNT.5**

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

### **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.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.
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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **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](#)

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.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.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).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

## **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

Students will discuss their knowledge of familial relationships by having authentic conversations about their families. The instructor will expose students to different kinds of families and stress the concept that every family looks different.

## INSTRUCTIONAL PLAN

### MODULE 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning to describe members of our families
<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 list who lives in my house and my relationship to them.

<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 create small family trees, after having this modeled for them.
<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 to describe people in our families and our relationships with them.
<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 m family members.
<b>Formative Assessment (drives instructional decisions)</b>	<ul style="list-style-type: none"> <li>• Daily Observations</li> <li>• Participation in class</li> </ul>

	<ul style="list-style-type: none"> <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 answer questions based on family tree: provided to them.
<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 to describe people and their appearances.
<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 I look like.
<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</li> </ul>

	<p>group activities.</p> <ul style="list-style-type: none"> <li>• Student feedback based on learning intentions.</li> </ul>
<b>Activities and Resources</b>	<div style="border: 1px solid black; padding: 5px;"> <p>Students will practice by describing people in pictures. The class will play a version of "Guess Who?" where they need to look for descriptors that are being signed.</p> </div>
<b>Suggested Modifications</b>	<p><a href="#">Click Here for Suggested Modifications</a></p>

## MODULE 4

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning to describe people and their relationships with each other.</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> <li>• Students will use basic vocabulary to answer questions.</li> </ul>
<b>Success Criteria</b>	<div style="border: 1px solid black; padding: 5px;"> <p>I can create a family tree and describe the relationships in the tree.</p> </div>
<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> </ul>

	<ul style="list-style-type: none"> <li>• Presentational, interpersonal, and interpretive group activities.</li> <li>• Student feedback based on learning intentions.</li> </ul>
<b>Activities and Resources</b>	Students will work to create their family trees.
<b>Suggested Modifications</b>	<a href="#">Click Here for Suggested Modifications</a>

## REFLECTIONS

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

K-2 project (Family Tree Book), have students do bulk of the project at home and then have them add to the project in school (adding the ASL signs/finishing touches). Having them complete the entire project in school was overwhelming, especially for kindergarten. If given the choice, when working on this project, push- into the classrooms so materials do not go missing (they stay in the classroom) and working time isn't wasted passing projects out.

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

Students will have the opportunity in this unit to engage in conversations about families, which will pull in aspects of SEL & Social Studies throughout the unit.

SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
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.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.