

# 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 us 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 - 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.

### **7.1.NL.IPERS.5**

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

### **7.1.NL.IPERS.6**

Share with others 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.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.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPERS.6	Share with others 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.

## **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.

TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## **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.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

## PRE-ASSESSMENTS

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

### MODULE 1

<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</li> </ul>

	<p>vocabulary learned through TPR, presentation, and games.</p> <ul style="list-style-type: none"> <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 intentions.</li> </ul>
<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 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</li> </ul>

	<p>language through physical movement.</p> <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 express the school subject being described based on pictures that I see.
<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 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 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.
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<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>	<p>I can answer questions about a school schedule in American Sign Language.</p>
<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>	<p><a href="#">Click for Suggested Modifications</a></p>

<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> <li>• Students will use basic vocabulary to answer questions.</li> </ul>
<b>Success Criteria</b>	<p>I can use nonmanual markers to describe a person in school and guess who is being described in American Sign Language.</p>
<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>	<p><a href="#">Click for Suggested Modifications</a></p>

## MODULE 5

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<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><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 for Suggested Modifications</a>

## MODULE 6

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<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><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 for Suggested Modifications</a>

## MODULE 7

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<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><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 create a conversation with a partner using Unit 2 vocabulary,
<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- Choose a partner and a scenario to write a conversation about.</li><li>• Students will brainstorm with a partner on what to write their scripts about.</li><li>• Students will use their chromebooks to research any signs that they do not know to complete their scripts.</li></ul>

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**MODULE 8**

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<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	We are learning use Unit 2 skills and signs 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><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 present my scripted conversation with a partner in ASL.
<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>• Student pairs will take turns presenting their conversations.</li><li>• Students will be graded based on a rubric.</li></ul>

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## REFLECTIONS

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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.

For the 3-5 Project on scripting a conversation- create a skeleton of a script for students to sign and have them fill in the blanks to make it their own. Students were not ready skill-wise to write and sign their own scripts and writing self-created scripts took too much time.

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

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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.

LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

