

# Unit 4: Milestones & Life Events

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 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

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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?
- What is a life milestone?
- How can I describe major life events on a timeline?

## STANDARDS

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

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### **New Jersey (NJSLS) - World Languages - Interpersonal Mode (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.NM.IPERS.2**

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

#### **7.1.NM.IPERS.4**

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

#### **7.1.NH.IPERS.1**

Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

#### **7.1.NH.IPERS.5**

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

#### **7.1.IL.IPERS.4**

Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

### **New Jersey (NJSLS) - World Languages - Interpretive Mode (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.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.

#### **7.1.NM.IPRET.5**

Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

## New Jersey (NJSLS) - World Languages - Presentational Mode (2020)

### 7.1.NM.PRSNT.2

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

### 7.1.NM.PRSNT.5

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

### 7.1.NH.PRSNT.2

Create and present brief messages using familiar vocabulary orally or in writing.

### 7.1.IH.PRSNT.4

Use language creatively in writing for a variety of purposes.

WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
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.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.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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](#)

PFL.9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
PFL.9.1.5.FP.4	Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
PFL.9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
PFL.9.1.5.RMI.1	Identify risks that individuals and households face.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
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.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.5	Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
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).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## **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.3

Use a graphic organizer to organize information about problem or issue.

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.

## 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

<p><b>Student Learning Intentions (SLI) WALT:</b> (We are learning to...)</p>	<p>We are learning to describe life milestones.</p>
<p><b>Student Learning Strategies</b></p>	<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>
<p><b>Success Criteria</b></p>	<p>I can state/inference the life milestone happening based on props and pictures.</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>	<p>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.</p>
<b>Suggested Modifications</b>	<p><a href="#">Click Here for Suggested Modifications</a></p>

## MODULE 2

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning to describe life milestones and holidays.</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 describe a holiday that I celebrate.</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>	<div style="border: 1px solid black; padding: 5px;"> <p>Students will describe a holiday that they celebrate through pictures and signs for students to infer what holiday is being described.</p> </div>
<b>Suggested Modifications</b>	<p><a href="#">Click Here for Suggested Modifications</a></p>

### MODULE 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>We are learning to describe our life stories.</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 write my life story by picking 3-5 important life milestones.</p>
<b>Formative Assessment (drives instructional</b>	<ul style="list-style-type: none"> <li>• Daily Observations</li> </ul>

<p><b>decisions)</b></p>	<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>
<p><b>Activities and Resources</b></p>	<p>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.</p>
<p><b>Suggested Modifications</b></p>	<p><a href="#">Click Here for Suggested Modifications</a></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. 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.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.