

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 - 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.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.

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.5

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.IL.IPERS.4

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

7.1.IH.IPERS.3

Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

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.3

Recognize a few common gestures associated with the target culture(s).

7.1.NH.IPRET.4

Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.7

Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.IL.IPRET.5

Compare and contrast some unique linguistic elements in English and the target language.

7.1.IH.IPRET.2

Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.IPRET.5

Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

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.

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.

7.1.NH.PRSNT.4

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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| WL.IH.7.1.IH.IPERS.3 | Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. |
| WL.IH.7.1.IH.IPRET.2 | Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. |
| WL.IH.7.1.IH.IPRET.5 | Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. |
| WL.IL.7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language. |
| WL.NH.7.1.NH.IPRET.4 | Recognize some common gestures and cultural practices associated with target culture(s). |
| WL.NH.7.1.NH.IPRET.7 | Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. |
| WL.NH.7.1.NH.PRSNT.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials 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. |

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| 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.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.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.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.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| 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

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](#)

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| PFL.9.1.5.CR.1 | Compare various ways to give back and relate them to your strengths, interests, and other personal factors. |
| WRK.9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and |

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| | occupations. |
| WRK.9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| 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.2 | Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). |
| 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.TL.3 | Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols. |
| 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.3 | Represent the same data in multiple visual formats in order to tell a story about the data. |
| 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). |

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)

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| 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.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures. |
| 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

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | We are learning to describe |
| 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.• 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/inference the life milestone 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 | <div style="border: 1px solid black; padding: 5px;">Students will learn new vocabulary of relevant life milestones (birthdays, first day of school,</div> |

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| | holidays, etc.). Students will use inferencing skills to describe what life event is happening based on props, pictures, and scenes. |
| Suggested Modifications | Click for Suggested Modifications |

MODULE 2

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| 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 use the targeted vocabulary. • 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 |

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| | celebrate through pictures and signs for students to infer what holiday is being described. |
| Suggested Modifications | Click for Suggested Modifications |

MODULE 3

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| 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. • 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 |

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| | <p>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> |
| Suggested Modifications | Click for Suggested Modifications |

MODULE 4

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| 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. 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 | 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.

Suggested Modifications

[Click 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.6.1.5.CivicsPI.1

Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

SOC.6.1.5.CivicsPD.3

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

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).

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| 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.1 | Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. |
| 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.CivicsHR.1 | Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process). |
| SOC.6.1.5.CivicsCM.3 | Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives. |
| SOC.6.1.5.CivicsCM.5 | Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society. |