

Unit 3: Family & Relationships

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 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

- 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

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.4

React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

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.3

Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

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.

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.4	React to a few procedural instructions, directions, and commands in classroom situations.
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.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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](#)

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)

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 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

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe members of our family.
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 list who lives in my house and my relationships with them.
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 create small family trees, after having this modeled for them.
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe people in our family and our relationships with them.
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 my family members.
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 answer questions about family trees provided to them.
Suggested Modifications	Click for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe people and their appearances.
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 what I look like.
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: 10px;"> <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>
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT:	We are learning to describe people and their relationships.
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(We are learning to...)	
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 family tree and describe relationships within the tree.
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 work to create their family trees.
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. 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.

3-5 Project (Famous Family Tree)- Have students create this on the computer (Google Slides/PowerPoint/etc. This will allow students to work on this more outside of class, as well as complete any research the project may require.

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.6.1.5.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.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.4	Explain how policies are developed to address public problems.
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.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.