

Unit 2: Engaging the Classroom

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 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 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?

STANDARDS

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.NL.IPERS.5

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

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.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

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.

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.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
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.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.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.

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.

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.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.3	Identify qualifications needed to pursue traditional and non-traditional careers and 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.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
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.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.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).

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 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

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe school in different ways.
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 kind of school I go to.
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	<ul style="list-style-type: none">• Do Now: Make a list- What words do you think of when I say the word "school"?• Vocabulary Practice• English vs. ASL Grammar Highlight• Sign and Share• Video- School Options for Deaf Students

	<ul style="list-style-type: none"> • Video- Moses Goes to a Concert
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning the different school subjects.
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 express the school subject being described based on pictures that I see.
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	<ul style="list-style-type: none"> • Do Now- What is your favorite subject in

	<p>school?</p> <ul style="list-style-type: none"> • Vocabulary practice • Game- School Subject Guess Who
Suggested Modifications	Click for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning how to express school schedules.
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 answer questions about a school schedule in American Sign Language.
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	<ul style="list-style-type: none"> • Do Now- What is a school schedule and how are they helpful? • Vocabulary Practice • Schedule Practice- When do I have. . . ; What class do I have on. . .
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>We are learning the people we encounter in school.</p>
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	<p>I can use nonmanual markers to describe a person in school and guess who is being described in American Sign Language.</p>
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.

	<ul style="list-style-type: none"> • Student feedback based on learning intentions.
Activities and Resources	<ul style="list-style-type: none"> • Do Now- What people do we see in school everyday and what are their jobs? • Vocabulary practice • School Personnel Charades
Suggested Modifications	Click for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning the skills and signs learned in Unit 2 in authentic ways.
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 use the skills and signs learned in Unit 2 authentically.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Daily Observations • Participation in class • TPR responsiveness & readiness

	<ul style="list-style-type: none"> • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	<ul style="list-style-type: none"> • Review of Signs • Review of Schedules • Review of Grammar Highlights • Students Sign & Share
Suggested Modifications	Click for Suggested Modifications

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use Unit 2 skills authentically.
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 show my knowledge of Unit 2 skills through a game of bingo.
Formative Assessment (drives instructional	<ul style="list-style-type: none"> • Daily Observations

decisions)	<ul style="list-style-type: none"> • Participation in class • TPR responsiveness & readiness • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	<ul style="list-style-type: none"> • Do Now- Students create their own bingo boards using vocabulary from the unit. • Signed game of bingo
Suggested Modifications	Click for Suggested Modifications

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use Unit 2 skills authentically.
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 conversation with a partner using Unit 2 vocabulary.
Formative Assessment (drives instructional	<ul style="list-style-type: none"> • Daily Observations

decisions)	<ul style="list-style-type: none"> • Participation in class • TPR responsiveness & readiness • Presentational, interpersonal, and interpretive group activities. • Student feedback based on learning intentions.
Activities and Resources	<ul style="list-style-type: none"> • Do Now- Choose a partner and a scenario to write a conversation about. • Students will brainstorm with a partner on what to write their scripts about. • Students will use their chromebooks to research any signs that they do not know to complete their scripts.
Suggested Modifications	Click for Suggested Modifications

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to use Unit 2 skills and signs authentically.
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 present my scripted conversation with a partner in ASL.
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	<ul style="list-style-type: none"> • Student pairs will take turns presenting their conversations. • Students will be graded based on a rubric.
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. 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.

The 3-5 Project (Scripting a Conversation)- At this point in the year, with their current skillset in the target language, students struggled to complete this and were stressed. If done in the future, have pre-made "skeleton" scripts for students to fill in information. This will keep students on-task and prevent any added stress, since the writing part will be more controlled.

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

This unit is unique in that students will be learning the signs for the different school subjects, so students will be able to talk about school in the target language. Students will use this information to discuss and reinforce concepts learned in school.

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.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.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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.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.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.