

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
AMERICAN SIGN LANGUAGE LEVEL I
AUGUST 2021
GRADES 9 - 12**

Overview

The level I ASL Course is available to all students in grades 9-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of this course is to provide students with an introduction to American Sign Language. In ASL I, students will study basic hand shapes, body movements and facial expressions to convey thoughts to other ASL literate individuals. This course focuses on the development of basic vocabulary, structures and patterns needed for appropriate concept communication through sign language. Along with the linguistic introduction of American Sign Language, the cultural awareness of the Deaf community will also be addressed on a daily basis.

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American Sign Language
Grades 9-12 / Level 1 CP Curriculum Map

| Unit | Topic(s) | Pacing | Essential Question(s) | Standard/ Proficiency/ Strand/CPIs | Learning Targets | Assessment | Interdisciplinary Connections |
|---|--|--|---|--|---|---|----------------------------------|
| Intr odu cing One self | Deaf Awareness Questionnaire/ Basic Greetings/ ABCs/ Fingerspelling/ Basic Self Introductions | (Sept) 1 week | What misconceptions do I have about American Sign Language and Deaf Culture? How can I convey an entire language without speaking? | 7.1.NM.IPRET.1 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 | Students will be able to... - identify letters in isolation - use the alphabet to spell out his/her name - introduce themselves briefly in the target language - use appropriate greetings in the classroom | Pre-Assessment: Deaf Awareness Questionnaire ABC (in isolation) Presentational & Interpretive Quiz | |
| | Strategies for Learning ASL/ 5 Parameters of Signs Introducing Oneself/ Cardinal Numbers #1-10/ Fingerspelling/ WH-questions/ Eye Contact/ Identifiers/ Colors | (Sept) 2 weeks (Strategi es – 5 weeks) | What can I do to improve my acquisition of the target language? How can “tone of voice” be expressed in American Sign Language? How is the grammar of ASL similar or different from my own language? | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 | Students will be able to... - identify 5 strategies for learning ASL and apply - identify 5 parameters of signs - analyze signs using five parameters - discuss basic information about him/herself related to introductions - develop smooth fingerspelling skills - incorporate facial expression into signing - compare/contrast basic sentence structure between ASL and English - use courtesies in target language - ask and respond to questions using the words who, what, when, where, etc. | Dialogue: Basic Introduction | |
| | Grammar and Sign Choice/ Pledge of Allegiance | (Sept) 1 week | How is American Sign Language different from English in terms of word choice? How does one go about interpreting a frozen text from English to American Sign Language? | 7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 | Students will be able to... - analyze text for conceptual meaning - compare and contrast literal and conceptual translation - use target language to produce a video of he/she producing the Pledge of Allegiance - analyze vocabulary by five parameters | Video Entry: Pledge of Allegiance | 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| | | (Oct) 3 weeks | What information can I expect to be asked of me | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 | Students will be able to... - utilize signing space to indicate location of objects | Dialogue: | |

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| | <p>Indexing – Specifying Where/ Eye Gaze/ Signing with Facial Expressions/ Conjugating: to be Identifiers/ Appearances/ Gender/ Basic Sports/ Colors/ Likes and Dislikes Basic Family Members/ Negotiating Conversations/ Getting Attention</p> | | <p>in an introductory conversation?</p> <p>Why is eye contact so important in American Sign Language?</p> <p>How do I begin, sustain and end a conversation when I am just beginning to learn a language?</p> <p>What are culturally acceptable ways to get attention?</p> | <p>7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> | <ul style="list-style-type: none"> - incorporate non-manual signals to convey grammatical features - present a basic introduction of him/herself - identify key vocabulary of physical characteristics, personality qualities, and preferences - understand descriptions about other in relation to physical characteristics, personality qualities, and preferences - obtain the attention using culturally appropriate means - identify gender distinction in signs - ask and respond to questions related to physical characteristics, personality qualities, and preferences - analyze vocabulary by five parameters | <p>Introductions and Conversations about Interests/Family</p> <p>Interpretive: Identifying vocabulary words and sentences</p> | |
| | <p>Giving Commands: In the Classroom/ Following Instructions/ Cardinal Numbers 11-20/ Listen to Me (Deaf Culture – Authentic Poem) Halloween Signs/ Stories</p> | <p>(Oct-Nov) 1 week</p> | <p>Why is accurate sign production so important?</p> <p>What is the importance of a good role model?</p> <p>What makes us different and makes the same?</p> | <p>7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> - give and respond to commands dealing with the classroom - identify notable Deaf adults in history through an authentic source - accurately produce target signs - analyze vocabulary by five parameters | <p>“Listen to Me”: Students present about selected Deaf/Hard of Hearing adults from poem.</p> | |
| | <p>Integrated Performance Assessment & Feedback</p> | <p>(Nov) 1 week</p> | | <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> - interpret finger-spelled words from target language to source language - interpret isolated vocabulary from target language to source language - interpret sentences and short stories from target language to source language - introduce oneself through means of a video entry in portfolio | <p>IPA: Interpretive (Translate a series of finger-spelled words, vocabulary and sentences from ASL to English)</p> | <p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p> |

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| | | | | 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 | <ul style="list-style-type: none"> - introduce another person through means of a video entry in portfolio - engage in a comprehensive dialogue/skit to demonstrate common practices and conversation when meeting a new person | Presentational (Video Entries – Introduction based – in portfolio) Interpersonal (Spontaneous communication encompassing themes covered this unit) | |
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|-------------------------------------|--|--------------------------------|--|--|--|--|--|
| Sharing Personal Information | <p>Thankful Vocabulary/ /Giving Information About Yourself/ Yes/No Questions/ Basic School Vocabulary/ How Many?/ Language Backgrounds/ Leisure Activities/ Cardinal Numbers 21-39</p> | <p>(Nov-Dec) 2-3 weeks</p> | <p>What is the difference between making a statement and asking a question in American Sign Language?</p> | <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> - express appreciation/gratitude in target language - recognize and utilize vocabulary related to school - analyze vocabulary by five parameters - interpret and incorporate facial expressions and non-manual signals - provide information related to his/her language background in target language - discuss leisure activities in target language | <p>Thankful Video: Students will select a faculty member and will create a video of appreciation to be sent before Thanksgiving Break.</p> <p>Dialogue: Language Background Exchange</p> | <p>9.3.12.AR-JB.3 9.3.12.AR-AV.4</p> |
| | <p>Signer's Perspective/ Identifying People/ Describing Appearances, Body Position, Actions/ Fingerspelling</p> | <p>(Dec) 2 weeks</p> | <p>Why is it important to understand signer's perspective?</p> <p>How can non-manual signals enhance a signed message and increase clarity?</p> <p>What are the similarities and differences between hearing and signing environments?</p> | <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> - analyze vocabulary using five parameters - describe him/herself related to appearances, body position and actions - develop presentational fingerspelling skills - compare and contrast hearing and signing environments - describe themselves or others using key vocabulary - use the target language to ask for clarification or more information | <p>Dialogue: Exchanging Information and Describing Others</p> <p>Interpretive: Identifying vocabulary words and sentences</p> | |

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| | Negotiating the Signing Environment/ Asking for a Sign/More Conversation | | As a new signer, how do I take a proactive approach to learning new signs in authentic situations within the Deaf Community? | | | | |
| | Winter Wonderland | (Dec) 1 week | How is American Sign Language different from English in terms of word choice? How does one go about interpreting a frozen text from English to American Sign Language? | 7.1.NM.IPRET.1 7.1.NM.PRSNT.3 | Students will be able to... - analyze text for conceptual meaning - compare and contrast literal and conceptual translation - use target language to produce a video of he/she producing Winter Wonderland - analyze vocabulary by five parameters | Video Entry: Winter Wonderland | 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| | Making Connections/ Days of the Week/ Activities and Schedules/ Tense indicators & Grammar | (Jan) 2 weeks | What information can be expected to be discussed when meeting a person from the Deaf Community for the first time? How are introductions the same or different to my own culture? How is tense conveyed in American Sign Language? | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 | Students will be able to... - ask (memorized) questions related to school life and preferences by interacting with classmates - answer questions related to school life by interacting with classmates - demonstrate comprehension of tense indicators through appropriate placement and sentence structure | Dialogue: Deaf & Hearing Interactions and Schedules including Time | |
| | Integrated Performance Assessment & Feedback | (Jan) 1 week | | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 | | IPA: Interpretive (Translate a series of finger-spelled words, vocabulary and sentences from ASL to English) Presentational (Video Entries – Language Background Video [self]; Language Background Video [faculty member]; | 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |

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| | | | | | | Daily weekly Schedule) Interpersonal (Spontaneous communication encompassing themes covered in this unit) | |
| Where I Live & Where I Want to Go | Telling Where One Lives/ Background Signs/ United States Signs/ Well-Known City Signs | (Feb) 2 weeks | Where can and do I go to experience the target language? | 7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 | Students will be able to... - describe where they were born, grew up, are from and currently live - differentiate between the states which have signs vs. the states which are abbreviated - organize space to deliver clear messages about locations | Dialogue: Background | |
| | Seasons/ Time Signs (Days/Months/ Years)/ Major Holidays/ Weather | (Feb) 1-2 weeks | How does the incorporation of time signs affect the meaning of my message? How does my culture celebrate holidays the same or different than in Deaf Culture? | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 7.1.NM.PRSNT.6 | Students will be able to... - use appropriate weather expressions - describe the different seasons and weather associated with them - incorporate signs that indicate time into sentences to express tense - compare/contrast the climate/weather in different locations around the U.S. - express holidays and phrases in regards to the calendar | Dialogue: Season/Holiday/ Weather | |
| | Giving Commands: Locations/ Communicating with the Face/ Discussing One's Residence/ Mouthing Morphemes/ Giving Basic Directions: | (March) 3 Weeks | How would the concept of Deaf Space change my home? Why is maintaining spatial agreement important while giving directions and/or commands? | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.6 | Students will be able to... - utilize facial expression/non-manual signals as a tool in communicating - incorporate reference points in order to provide clear directions/instructions - incorporate mouthing morphemes to add meaning to certain signed concepts - compare and contrast two objects using shoulder shifting - describe one's residence in terms of size, color, how many floors | Deaf Space: Floor Plan & Explanation Scavenger Hunt | |

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| | <p>Around a Classroom/ Signer's Perspective/ Contrastive Structure/ Deaf Space/ Talking about Roommates and Pets/ Orienting Signs/ Giving Basic Directions: Expressing Needs/ Scavenger Hunt</p> | | <p>How can the shape of my lips convey meaning in ASL?</p> | | <ul style="list-style-type: none"> - redesign a floor plan based on the concept of Deaf Space - utilize signer's perspective to understand directions (locations) - ask and answer questions about living situations | | |
| | <p>Time Signs/ Numerical Incorporation/ Traveling to School and Work/ Asking "What is the Sign?"</p> | <p>(March) 1 week</p> | <p>Why is it logical that time signs come first in an ASL sentence?</p> <p>How do I get to and from school?</p> <p>How do I ask someone for a sign for an object or concept while using the target language?</p> | <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.5 7.1.NM.PRSNT.1</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> - express time (duration) - utilize numerical incorporation in order to express time - ask and answer questions about how to get to and from school or work - develop strategies to ask for and respond to requests for signs | <p>Dialogue: Transportation Related</p> | |
| | <p>Conceptual Signing/ Grammar Development</p> | <p>(March) 1 week</p> | <p>How is American Sign Language different from English in terms of word choice?</p> <p>How does one go about interpreting a frozen text from English to American Sign Language?</p> | <p>7.1.NM.IPRET.1 7.1.NH.IPRET.5 7.1.NM.PRSNT.3</p> | <p>Students will be able to...</p> <ul style="list-style-type: none"> - analyze text for conceptual meaning - compare and contrast literal and conceptual translation - use target language to produce a video of he/she producing a selected few music lyrics or movie quotes - analyze vocabulary by five parameters | <p>Video Entry: Selected Music Lyrics and Movie Quotes</p> | |
| | <p>Integrated Performance Assessment & Feedback</p> | <p>(April) 1 week</p> | | <p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4</p> | | <p>IPA: Interpretive (Translate a series of finger-spelled words, vocabulary and sentences from ASL to English)</p> | |

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| | | | | 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.6 | | Presentational (Video Entry – U.S. Travel Project) Interpersonal (Spontaneous communication encompassing themes covered in this unit) | |
| Entertainment & The Deaf Community | Organizations that Advocate and Serve Deaf Community | (April) 2 weeks | Why are advocacy organizations so important to the Deaf Community? How have advocacy organizations impacted the Deaf Community throughout history? | 7.1.NM.IPRET.1 7.1.NH.IPRET.7 7.1.NM.PRSNT.5 | Students will be able to... - identify the need and purpose for various advocacy organizations that serve the Deaf community - present a multimedia rich presentation about a selected Deaf Advocacy Organization - examine how the organization has impacted the Deaf Community throughout history | Presentation: Deaf Organization History and Overview | |
| | Deaf Visual Arts (Deaf View/Image Art)– De’VIA | (May) 1-2 weeks | How is De’VIA different from regular art? Why is De’VIA such an important part of Deaf Culture? | 7.1.NM.IPRET.1 7.1.NH.IPRET.7 7.1.NM.PRSNT.3 7.1.NH.PRSNT.5 | Students will be able to... - differentiate between De’VIA and regular art - describe and interpret a piece of De’VIA - relate the concept of De’VIA to another type of art - explain the history of De’VIA and how it impacted the Deaf Community | Video: De’VIA – selection of a piece and analysis | 1.2.12.A.2 9.3.12.AR-JB.3 9.3.12.AR-AV.4 9.3.12.AR-VIS.2 |
| | Deaf/Deaf Portrayal in the Media | (May) 2 weeks | How are the Deaf portrayed in the media? Why is it important for young children and young adults in the Deaf community to have strong role models? | 7.1.NM.IPRET.1 7.1.NH.IPRET.7 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.5 | Students will be able to... - identify various Deaf adults in the media - outline the background information, challenges, and achievements of each selected notable Deaf figure - infer what the impact of each Deaf figure has had on the Deaf Community | Quiz: Identify and answer questions about notable Deaf figures | |
| | Literal Meanings/ Final Song Interpretation | (April-June) ongoing 7 weeks | How can I make music accessible to a Deaf audience? | 7.1.NH.IPRET.5 7.1.NM.PRSNT.3 7.1.NM.PRSNT.5 | | Music Video: Students will interpret an entire song and develop a music video. | 9.3.12.AR-AV.4 |

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| | | | <p>Are my clothing choices important for presentations?</p> <p>How is American Sign Language different from English in terms of word choice?</p> <p>How does one go about interpreting a frozen text from English to American Sign Language?</p> | | | | |
| | Integrated Performance Assessment & Feedback | (June) 1 week | | <p>7.1.NM.IPRET.1 7.1.NH.IPRET.5 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 7.1.NH.PRSNT.5</p> | | <p>IPA: Interpretive (GLOSS submission of Music Video Interpretation, explanation of sign choice) Presentational (Interpreted Song via Music Video) Interpersonal (Spontaneous communication encompassing themes covered in this unit: Advocacy Organizations, De'VIA, and Noteworthy Deaf Adults in the Media)</p> | |

21st Century Careers Standards:

| Number | Statement Standard |
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| 9.3.12.AR-JB.3 | Plan and deliver a media production (e.g., broadcast, video, Internet and mobile). |

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| 9.3.12.AR-AV.4 | Design an audio, video and/or film production. |
| 9.3.12.AR-VIS. 1 | Describe the history and evolution of the visual arts and its role in and impact on society. |

THEMATIC UNIT

| THEME | PROFICIENCY | GRADE(S) |
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| Unit 1: Introducing Oneself | Novice Mid | 9-12 |

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| Topics : | <p>Strategies for Learning ASL</p> <p>Greetings/Farewells</p> <p>Fingerspelling</p> <p>Cardinal Numbers 1-20</p> <p>Introductions</p> <p>Conjugating: to be</p> <p>Indexing</p> <p>WH-Questions</p> <p>Negotiating Conversations</p> <p>Maintaining Eye Contact</p> <p>Signing with Facial Expressions</p> <p>Identifiers</p> <p>Appearances</p> <p>Gender</p> <p>Basic Sports</p> <p>Colors</p> <p>Getting Attention in Deaf Culture</p> <p>Basic Family Members</p> <p>Pledge of Allegiance</p> <p>Giving Commands: In the Classroom</p> <p>Following Instructions</p> <p>Listen to Me – Poem</p> |
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Unit Description

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| <p><i>Students use the target language in the three modes of communication to gain understanding and express basic information about themselves, others, and basic likes and dislikes. Students develop an understanding for the language and culture which may differ from previous misconceptions. Grammar is introduced and built upon during the course of the unit. At the end of this unit, all students will be able to engage in simple introductory conversation, ask and answer memorized and practiced questions and phrases, and exchange basic pleasantries.</i></p> | |
| Interpretive | <p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p> |
| Interpersonal | <p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language</i></p> |

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| | <i>community, in which they ask and answer memorized questions related to personal information.</i> |
| Presentational | <i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i> |

| CONCEPTS | SKILLS |
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| <ul style="list-style-type: none"> • Strategies for Learning ASL • Greetings • Introductions • Fingerspelling • 5 Parameters of Signs • Cardinal Numbers 1-20 • Grammatical Differences between the languages • Indexing • WH-Questions • Negotiating Conversations • Maintaining Eye Contact • Signing with Facial Expressions • Identifiers • Appearances • Gender • Getting Attention in Deaf Culture • Basic Family Members • Likes and dislikes | <ul style="list-style-type: none"> • Produce letters accurately • Produce numbers accurately • Identify dominant and non-dominant hand and role of each • Analyze signs by the 5 parameters • Make formal introductions • Demonstrate culturally appropriate and attention-getting strategies • Ask and respond to memorized questions related to him/herself • Communicate basic information about him/herself and people he/she knows • Communicate some basic information about everyday life • Greet and leave people in a culturally appropriate way. • Ask simple questions • Present information about him/herself and others using words and phrases • Express likes and dislikes using words, phrases and memorized expressions • Recognize and understand basic conversational information |

| World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT) | |
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| 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. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| 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. |
| 7.1.NM.IPERS.1 | Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. |

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| 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. |
| 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.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.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| 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.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.PRSNT.6 | Name and label tangible cultural products associated with climate change in the target language regions of the world. |

***Note: ASL does not have a written component.**

| # | LEARNING OBJECTIVES | CORRESPONDING STANDARD(S) |
|---|---|--|
| 1 | SWBAT present a basic introduction of him/herself in target language | 7.1.NM.PRSNT.1 |
| 2 | SWBAT ask and respond to WH-questions | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 |
| 3 | SWBAT interpret and incorporate facial expressions and non-manual signals | 7.1.NM.IPRET.4 7.1.NM.IPERS.5 |
| 4 | SWBAT analyze unit vocabulary by parameters | 7.1.NM.IPRET.4 |
| 5 | SWBAT discuss basic information about him/herself related to introductions | 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| 6 | SWBAT discuss basic information about another person related to introductions | 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5 9.3.12.AR-JB.3 |

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| | | 9.3.12.AR-AV.4 |
| 7 | SWBAT produce letters, numbers, and unit vocabulary accurately | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 |
| 8 | SWBAT use the alphabet to spell words | 7.1.NM.PRSNT.4 |
| 9 | SWBAT identify and implement appropriate attention-getting behaviors in Deaf Culture | 7.1.NM.IPERS.4 7.1.NM.IPERS.5 |
| 10 | SWBAT produce the Pledge of Allegiance in ASL | 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| 11 | SWBAT identify and interpret letters, vocabulary and sentences from the target language to source language | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 |

VOCABULARY:

hello, hi, name, deixis, I am, me, you are, he / she / it is, we are / us, you are (plural), they are, name, to be named, fingerspell, ABCs, how are you, what's up, to be busy, confused, fine, to be good / well, to be happy, nothing / not much, same old / the usual, sleepy, so-so, to be tired, good morning, good afternoon, good night, nice to meet you, who, what, when, where, why, how, man, woman, person, eye contact, hold on, look at me, Deaf, hard of hearing, hearing, friend, to meet, to introduce, my, nice, want, nice to meet you, shirt, pants, jacket, dress, skirt, shoes, hat, glasses, clothes / outfit, hair, mustache, beard, colors, black, stand, jump, dance, twirl, good-bye, later, me too / same here, to see / to see you, see you later, see you tomorrow, take care, tomorrow, to get : to understand, to have, shoulder tap (to get someone else's attention), to arrive, to get something, to become, facial expressions, blank face, to be bored, to be excited, to be mad / angry, to be sad, to be sick , can / may, can't / may not, know / don't know, like, don't like, understand , don't understand, I'm not / not me, to remember, to forget, again, wrong, right, copy, practice, #1-20, mother, father, parents, brother, sister, play sports, soccer, football, tennis, track, swimming

CULTURE:

- Greetings/Farewells
- Getting Others' Attention in Deaf Culture
- Laurent Clerc & Thomas Hopkins Gallaudet – History of Deaf Education
- Ways of Communicating with Others
- *Listen to Me* - Poem (Heather Whitestone, Marlee Matlin, Thomas Edison, Ludwig van Beethoven, Sir John Warcup Cornforth, Konstantin Tsiolkovsky, Helen Keller)
- Culturally appropriate norms for navigating conversations

Suggested Activities

| NAME | DESCRIPTION |
|--|---|
| Journal | Weekly Journal Entries: Students will submit weekly journal entries. Weeks 1-5 will relate to the Strategies for Learning ASL. Each week students will select a different strategy to focus on and journal on how they worked on each one. |
| Skits / Dialogues | Students will use target vocabulary to create and engage in introductory dialogues. Throughout the unit, students will built upon skills and develop more in depth dialogues. |
| Culture Activity | Students will read the poem "Listen to Me" by Tawnysha Lynch. Students will select one of the noteworthy individuals from the poem to research. Information will be shared via PowerPoint, Google Slides, iMovie, etc. |
| Signing Naturally DVD | Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable. |
| Hot/Cold Game | An object will be hidden in the classroom. Students will use facial expression to guide the "seeker" to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers. |
| Vocabulary Videos | Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students. |
| Attendance Game – Fingerspelling Practice | Popsicle sticks with students' names will have magnets fixed to the back. Students will pick a name and use it to help practice fingerspelling classmates names. This will also help with learning visual cues, spatial organization, facial expression, production and receptive skills. |
| Elephant Game | Culture-rich game that engages all students. Students move around and develop visual acuity while engaging in a fun game played within the Deaf community. Serves as an ice-breaker or a warm-up and helps students feel a connection with the culture. |
| Jenga | Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice. |
| Deaf Awareness Quiz | Deaf Culture Awareness Quiz (Signing Naturally Text)– Students will take the quiz in the beginning of the year. Answers will not be reviewed. Students will retake the quiz at the end of the year and compare answers. |
| Pledge of Allegiance | Frozen Text Interpretation – As a class the Pledge will be broken down into concepts and translated into ASL. This will help develop the understanding of ASL grammar and how it differs from English while using a familiar text. |

EXTENSION ACTIVITIES:

- Video Entries in Google Classroom Portfolio
- Through Deaf Eyes – excerpts
- For Hearing People Only – Selected Chapters
- Video Resources - varied

INTERDISCIPLINARY CONNECTIONS:

Mathematics: Cardinal Numbers

English: Poem, journals

History: Noteworthy deaf individuals, history of ASL

Technology: use of various programs/internet sites/apps on computers

21st Century Life & Career Standards: Design an audio, video and/or film production. Students will record themselves using technology and upload videos for review.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Students will translate finger-spelled words, vocabulary, sentences and then a short story/introduction about a person from the target language into the source language. Students will be able to answer comprehension questions in regards to the short story/introduction.

Presentational: [1] self-introduction video entry in portfolio; [2] introducing a friend video entry in portfolio

Interpersonal: Students will engage in a dialogue/skit where they will demonstrate common practices and conversation when meeting someone new. Dialogues will be paired at random to simulate spontaneous communication. Dialogues will include the following information: greetings, introductions, appropriate questions (Deaf or hearing?), likes/dislikes, favorite sports/colors, how many people in your family, and appropriate farewells.

THEMATIC UNIT

| THEME | PROFICIENCY | GRADE(S) |
|------------------------------|-------------|----------|
| Sharing Personal Information | Novice-Mid | 9-12 |

| | |
|-----------------|--|
| Topics : | <p><i>Giving Information About Yourself</i></p> <p><i>Yes/No Questions</i></p> <p><i>Basic School Vocabulary</i></p> <p><i>Languages Taught and Learned</i></p> <p><i>Negating & Giving Correct Information</i></p> <p><i>Making Connections</i></p> <p><i>Cardinal Numbers 21-39</i></p> <p><i>How Many?</i></p> <p><i>Language Backgrounds</i></p> <p><i>Talking about Leisure Activities</i></p> <p><i>Using Numbers</i></p> <p><i>Signer's Perspective</i></p> <p><i>Describing Three Types of Shapes</i></p> <p><i>Identifying People</i></p> <p><i>Describing a Person's Appearance</i></p> <p><i>Describing Body Positions</i></p> <p><i>Describing Actions</i></p> <p><i>Fingerspelling Double Letters</i></p> <p><i>Negotiating a Signing Environment</i></p> <p><i>Asking "What is the sign?"</i></p> <p><i>Days of the Week</i></p> <p><i>Winter Wonderland</i></p> |
|-----------------|--|

Unit Description

Students use the target language in the three modes of communication to gain understanding and express even more information about themselves and others. Students learn how to ask and answer questions related to school, language background, leisure activities, and descriptions of themselves and others. Conversational skills are focused on within this unit and students will understand cultural differences and similarities between introductions and farewells. Students will also develop a better command of space while signing. Grammar and sentence structure are developed as well, with a focus on conceptual signing. At the end of this unit, all students will be able to present specific background information about themselves and others as well as engage in conversations related to identifying others, language backgrounds, leisure activities, and understand a signer by using signer's perspective.

Interpretive

They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short

| | |
|-----------------------|---|
| | <i>clips from movies and television that focus on first introductions and personal information.</i> |
| Interpersonal | <i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i> |
| Presentational | <i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i> |

| CONCEPTS | SKILLS |
|--|--|
| <ul style="list-style-type: none"> ● Basic School Vocabulary ● Agent Marker (-er ending) ● Languages Taught and Learned ● Negating & Correcting Information ● Making Connections ● Cardinal Numbers ● WH-Questions ● Yes/No Questions ● How Many? ● Language Backgrounds (self) ● Narrating Language Backgrounds ● Degree of Difficulty ● How much one remembers ● Leisure Activities ● Likes and dislikes ● Using numbers – simple math! ● Taking Signer’s Perspective ● Describing Shapes – symmetrical, asymmetrical, and linear ● Identifying people – appearance, body position, actions ● Fingerspelling double letters – bounce, no bounce, slight slide ● Negotiating a signing environment ● Habits of a proactive language learner – asking for a sign. ● Days of the Week ● Winter Wonderland | <ul style="list-style-type: none"> ● Ask and respond to a variety of simple questions ● Communicate basic information about him/herself and people he/she knows ● Communicate basic information about everyday life ● Exchange some personal information ● Ask for and give simple directions ● Present information about him/herself and others using words and phrases ● Express likes/dislikes using words, phrases, and memorized expressions ● Present information about familiar items in his/her immediate environment ● Talk about daily activities using words, phrases, and memorized expressions. ● Tell about a familiar experience or event using phrases and simple sentences ● Present information about others using phrases and simple sentences ● Present basic information about things he/she has learned using phrases and simple sentences ● Understand simple questions or statement on familiar topics ● Increase fluidity of finger-spelled words |

| World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT) | |
|--|---|
| 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. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written |

| | |
|----------------|---|
| | descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| 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. |
| 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. |
| 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.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.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| 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.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.PRSNT.6 | Name and label tangible cultural products associated with climate change in the target language regions of the world. |

***Note: ASL does not have a written component.**

| # | LEARNING OBJECTIVES | CORRESPONDING STANDARD(S) |
|---|--|--|
| 1 | SWBAT present an introduction of oneself complete with his/her language background | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| 2 | SWBAT conduct an interview related to language background and present information learned about another person | 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |

| | | |
|----|---|--|
| 3 | SWBAT interpret and incorporate facial expressions and non-manual signals | 7.1.NM.IPRET.2 7.1.NM.IPERS.3 7.1.NM.IPERS.5 |
| 4 | SWBAT analyze unit vocabulary by parameters | 7.1.NM.IPRET.4 |
| 5 | SWBAT produce letters, numbers, and unit vocabulary accurately | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 |
| 6 | SWBAT identify and interpret letters, vocabulary and sentences from the target language to source language | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 |
| 7 | SWBAT analyze video presentations of self and classmates | 7.1.NM.IPRET.1 7.1.NM.IPRET.4 |
| 8 | SWBAT present daily/weekly schedule using target vocabulary | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| 9 | SWBAT exchange information with another person related to language background, likes/dislikes, and other themes in Unit 2 | 7.1.NM.IPRET.1 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.1 |
| 10 | SWBAT answer questions related to live or video narratives | 7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 |
| 11 | SWBAT present Winter Wonderland in target language | 7.1.NM.PRSNT.3 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |

VOCABULARY:

teacher, student, deaf, hearing, teach, learn, here, there, language, school, class, college, university, high school, elementary school, Gallaudet University, Spanish, French, English, Chinese, Italian, ASL, yes, no, oh-I-see, signing / sign, talking, how many, have, plus, #21-39, start, head, fs-tail, win, lose, equal, which, remember, forget, most, some, little-bit, all, still speak, fine, ok / so-so, tired, sick, be raised, both, year, easy, so-so easy, so-so hard, hard, how are you, activities, walking, photography, watching movies, playing with a dog, knitting / sewing, chatting on the phone, fishing, running, traveling, vacation, painting, camping, exercising, cooking, playing games, watching tv, shopping, dancing, bicycling, bowling, minus, zero, like, detest / vomit, favorite, pay attention, not paying attention, chat / hang out, sleep, reading a book, eating and apple, eating candy, listening to music, typing on a computer, looking at the time, tying shoes, drinking coffee, drinking soda, water, coffee, tea, milk, orange juice, hot chocolate, soda, sit, see + person (describing position), excuse me, desk / table, pen / pencil, to be clear, explain, to mean, to be unclear, party, erase a board, erase a paper, to correct / grade, paper, study, test / exam, write, to be right, to be wrong, eat, hungry, restaurant, with, to be ready, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, church, temple, mosque, enjoy / have fun, kick back / take it easy, yesterday, tomorrow, do-do (What are you doing? What did you do? What do you do?), day, every day, week, weekend, to work / job, practice, get better, get worse, important, Winter Wonderland Vocabulary

CULTURE:

- Making Connections – Students will develop understanding about information that is commonly exchanged when meeting new people in the Deaf Community. Students can compare and contrast to hearing culture.

- Gallaudet University – Located in Washington, DC, Gallaudet is the only Deaf liberal arts university. Students will read an introductory passage about Gallaudet University.
- Negotiating a Signing Environment – Students will learn to pass through people signing a conversation and/or crowds of people conversing in crowds.

Suggested Activities

| NAME | DESCRIPTION |
|------------------------------|---|
| Journal | Students will write journals to log and reflect any experiences with the Deaf Community, current events, cultural topics discussed in class, and/or classroom progress. |
| Skits / Dialogues | Students will use target vocabulary to create and engage in introductory dialogues. Throughout the unit, students will built upon skills and develop more in depth dialogues. |
| Signing Naturally DVD | Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable. |
| Vocabulary Videos | Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students. |
| Jenga | Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice. |
| Thankful Videos | Students will select a faculty member for whom they are thankful. Students will record videos for the faculty members and the videos will be sent out the week of Thanksgiving. |
| Winter Wonderland | Frozen Text Interpreting – As a class, this familiar winter-themed song will be broken down concept by concept. This will continue the understanding of ASL as a conceptual language. Students will perform. |
| Making Connections | Deepening understanding of communication needs in Deaf Community. Various factors and norms of conversations will be discussed among small groups. Think-Pair-Share; Jigsaw; Mini-presentations. |
| Cookie Face | Activity to deepen understanding and appreciation for facial expression in ASL. With head tilted back, a cookie is placed on the forehead and the student must use facial muscles to move it down the face and into his/her mouth. Can task be accomplished without facial expression? No. Same with communication. Fun, but meaningful way to demonstrate need for facial expressions. |
| Student Video Entries | Students post videos of original or imitated stories to Google classroom. Self-reflection – Macro / micro analysis. |
| Tic-Tac-Toe | Students will develop the skill of using a reference point while working on clarity and spatial organization. |

Fingerspelling Practice

Video and group activities to practice producing letters in isolation, at the beginning, middle and end of words. Students will learn tricks to help produce and improve receptive fingerspelling skills.

EXTENSION ACTIVITIES:

- Gallaudet University – Deaf President Now Movement; Deaf Mosaic news coverage of the DPN movement in 1988. Students will engage in classroom discussion and draw comparisons to other civil rights movements.
- Through Deaf Eyes – excerpts
- For Hearing People Only – Selected Chapters
- Video Resources - varied

INTERDISCIPLINARY CONNECTIONS:

Mathematics: Cardinal Numbers and using them to solve simple math problems using target language

English: Journals, Song interpretation

History: Deaf President Now Movement - 1988

Technology: use of various programs/internet sites/apps on computers

21st Century Life & Career Standards: Design an audio, video and/or film production. Students will record themselves using technology and upload videos for review.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Students will translate finger-spelled words, vocabulary, sentences and then a short story/introduction about a person from the target language into the source language. Students will be able to answer comprehension questions in regards to the short story/introduction.

Presentational: [1] Language Background Video Entry (self); [2] Language Background Video Entry (faculty member; based on interview); [3] Daily/Weekly Schedule

Interpersonal: [1] Students will engage in a dialogue/skit in which they discuss daily routines. Dialogues will be paired at random to simulate spontaneous communication. [2] Students will engage in a dialogue/skit in which they ask and respond to several prompts related to unit vocabulary and themes.

THEMATIC UNIT

| THEME | PROFICIENCY | GRADE(S) |
|------------------------------------|-------------|----------|
| Where I Live & Where I Want to Go! | Novice-Mid | 9-12 |

| | |
|-----------------|--|
| Topics : | <p><i>Telling Where One Lives</i></p> <p><i>Background Signs</i></p> <p><i>United States – Signs and Abbreviations</i></p> <p><i>Well-known City Signs</i></p> <p><i>Seasons & Months</i></p> <p><i>Major Holidays</i></p> <p><i>Weather</i></p> <p><i>Giving Commands: Locations</i></p> <p><i>Communicating with the Face</i></p> <p><i>Fingerspelling Nuances</i></p> <p><i>Discussing One’s Residence</i></p> <p><i>Mouthing Morphemes – a brief introduction (size)</i></p> <p><i>Giving Basic Directions: Around the Classroom</i></p> <p><i>Signer’s Perspective</i></p> <p><i>Cardinal numbers 30-66</i></p> <p><i>Talking about Roommates and Pets</i></p> <p><i>Giving Basic Directions: Expressing Needs</i></p> <p><i>Telling How Long – Number Incorporation</i></p> <p><i>Traveling to School or Work</i></p> <p><i>Proactive language learning: Asking – “What is the sign?”</i></p> <p><i>Conceptual Signing</i></p> |
|-----------------|--|

Unit Description

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|--|--|
| <p><i>Students learn how to ask and answer questions related to their background information, such as where they were born, grew up, and currently live. Students will also be able to ask and answer questions about seasons, weather, and the major holidays. Through the use of dialogue, student will develop communication skills related to giving/receiving commands and directions and asking for help with signs. The use of signer’s perspective is worked on to enhance communication. At the end of this unit, students will be able to share information about places they would/do like to visit in the U.S. and include information such as the weather and activities common to those locations.</i></p> | |
| Interpretive | <p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p> |
| Interpersonal | <p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language</i></p> |

| | |
|-----------------------|---|
| | <i>community, in which they ask and answer memorized questions related to personal information.</i> |
| Presentational | <i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i> |

| CONCEPTS | SKILLS |
|--|--|
| <ul style="list-style-type: none"> ● Where one Lives ● States & Cities ● Seasons ● Time Signs – Months, Year ● Holidays ● Weather ● Giving commands ● Non-Manual Signals – Facial Expressions ● Fingerspelling ● Giving Directions ● Signer's Perspective ● Time & Number Incorporation ● Transportation ● Proactive Habits of Language Learning ● Conceptual Signing | <ul style="list-style-type: none"> ● Exchange some personal information ● Ask and respond to simple directions ● Make plans with others ● Interact with others in everyday situations ● Engage in simple conversation on a number of everyday topics ● Ask and answer questions on factual information that is familiar to him/her ● Utilize target language to meet basic needs in familiar situations ● Present information about familiar items in his/her immediate environment ● Present information about others ● Provide basic instructions on how to make or do something ● Present basic information about he/she has learned using phrases and simple sentences ● Recognize and understand basic information in memorized words and phrases ● Recognize and sometimes understand words and phrases that he/she has learned for specific purposes. ● Discuss where one originates from ● Describe surroundings – home, classroom, locations ● Use signer's perspective to comprehend directions ● Compare & contrast literal translations and conceptual interpretations ● Ask for the signs of unfamiliar objects ● Recognize variations in finger-spelled words |

| World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT) | |
|--|---|
| 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. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |

| | |
|----------------|---|
| 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. |
| 7.1.NH.IPRET.5 | Identify some unique linguistic elements in the target culture. |
| 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. |
| 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.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.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| 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.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.PRSNT.6 | Name and label tangible cultural products associated with climate change in the target language regions of the world. |

***Note: ASL does not have a written component.**

| # | LEARNING OBJECTIVES | CORRESPONDING STANDARD(S) |
|---|--|--|
| 1 | SWBAT interpret and incorporate facial expressions and non-manual signals | 7.1.NM.IPRET.4 7.1.NM.IPRET.5 |
| 2 | SWBAT analyze unit vocabulary by parameters | 7.1.NM.IPRET.4 |
| 3 | SWBAT produce letters, numbers, and unit vocabulary accurately | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 |
| 4 | SWBAT identify and interpret letters, vocabulary and sentences from the target language to source language | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPRET.5 |
| 5 | SWBAT analyze video presentations of self and classmates | 7.1.NM.IPRET.1 7.1.NM.IPRET.4 |
| 6 | SWBAT present a basic presentation related to travel, time, seasons, activities, weather, and holiday in target language | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 |

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|----|--|--|
| | | 7.1.NM.PRSNT.4 7.1.NM.PRSNT.6 |
| 7 | SWBAT analyze music lyrics/poetry for concepts | 7.1.NM.IPRET.1 7.1.NH.IPRET.5 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |
| 8 | SWBAT express background information about self and others | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 |
| 9 | SWBAT ask and respond to questions related to background information and where he/she lives | 7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.IPERS.5 |
| 10 | SWBAT compare and contrast hearing and deaf-friendly environments | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.4 |
| 11 | SWBAT ask for a sign of an unfamiliar object using culturally acceptable strategies | 7.1.NM.IPRET.2 7.1.NM.IPERS.2 |
| 12 | SWBAT ask and respond to basic directions to different locations (within the school, on campus, or general directions) | 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.5 |

VOCABULARY:

live, here, there, near, far, downtown/city, water (fs- lake, bay, river, beach), ocean, fs-park, fs-hills, mountains, shopping fs-mall, deaf-school, north, south, east, west, city, born, from, grow up, USA – Signs and abbreviations for states, Atlanta, Boston, Chicago, Houston, Los Angeles, New Orleans, Philadelphia, Salt Lake City, San Francisco, Seattle, Washington DC, season, Fall/Autumn, Winter, Spring, Summer, month, year, January-December, Christmas, Easter, Halloween, Chanukah, Independence Day, Kwanzaa, Memorial Day, New Year's Day, Passover, St. Patrick's Day, Thanksgiving, Valentine's Day, fs- Eid, fs- Labor Day, fs- Martin Luther King Day, fs- Ramadan, fs- Veterans Day, inside, outside, weather (variations), cloudy, cold, cool, hot, to rain, to snow, to be sunny, to be warm, waves, to be windy, table, box, shelf, wastebasket/garbage, backpack, projector, TV, pen/pencil, paper, book, apple, cup, candy, picture, eyeglasses, fs-cell phone, shoes, drink, put-on, put-under, put-beside, put-behind, put-in-box, open-backpack, hide, look-for, find, summon, house, apartment, dorm, large, small, small-medium, medium-large, new, so-so new, so-so old, old, which, color, like, fine, so-so, ok, like, detest/vomit, dislike, bathroom (toilet), bathroom (restroom), classroom, water (fountain), phone, front door, office, library, bookstore, dining room, soda machine, candy machine, ATM, lab, lobby, enter, exit, near, over there, directions (using index finger), to the left, to the right, hallway, door, stairs, elevator (variations), floor, first, second, third, place, let-down, #30-66, live alone, live with..., mother, father, daughter, son, husband, wife, parents, children, family, boyfriend, girlfriend, roommate, cat, dog, bird, fish, turtle, rat, rabbit, people, animal, pet, have, none, need (item), need money, need buy, need practice, need eat, need drink, need wash hands, need see, thank you, fine (response to gratitude), you're welcome, How many minutes? How many hours? 1-9 minutes, 1-9 hours, 10 and over hours, go-to, come-here, car, bicycle, bus, train/subway, motorcycle, ride-in (with), walk, work, home, class, always, sometimes, never, # +minute, # +hour, where, how, how-many minute, come-to

CULTURE:

- Speaking in the presence of a Deaf person is considered impolite – Students will gain understanding about how to make an effort bridge the communication gap and show courtesy and respect.
- Visual way of learning – Deaf-friendly environments / Deaf Space. Students also learn about assistive technology in homes, schools and businesses.

Suggested Activities

| NAME | DESCRIPTION |
|---------------------------------------|---|
| Journal | Students will write journals to log and reflect any experiences with the Deaf Community, current events, cultural topics discussed in class, and/or classroom progress. |
| Skits / Dialogues | Students will use target vocabulary to create and engage in introductory dialogues. Throughout the unit, students will built upon skills and develop more in depth dialogues. |
| Signing Naturally DVD | Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable. |
| Vocabulary Videos | Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students. |
| Jenga | Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice. |
| Student Video Entries | Students post videos of original or imitated stories to Google classroom. Self-reflection – Macro / micro analysis. |
| Fingerspelling Practice | Video and group activities to practice producing letters in isolation, at the beginning, middle and end of words. Students will learn tricks to help produce and improve receptive fingerspelling skills. |
| Deaf Space | Students will use knowledge of Deaf Space to identify locations that are Deaf-friendly. Students will design floorplans of homes or businesses that apply the concept of Deaf Space. |
| Literal vs. Conceptual Signing | Sample lyrics will be used to demonstrate literal vs. conceptual signing. Students will practice identifying mistakes in interpreting – using knowledge of target language grammar and cultural nuances. |

EXTENSION ACTIVITIES:

- Identifying the Square Activity – develops student understanding of signer’s perspective.
- Scavenger Hunt – students will use target language to find shapes and items around the school. Each found shape will provide a clue to the next location until all shapes have been located.
- Through Deaf Eyes – excerpts
- For Hearing People Only – selected chapters
- Video Resources - varied

INTERDISCIPLINARY CONNECTIONS:

Social Studies: Geography of the US will be necessary for understanding signer’s perspective; weather and seasons.

Language Arts: Music Lyrics/Poetry analysis. Comparing nuances in English to ASL, discovering target language equivalents and how context can change an interpretation.

Technology: use of computers (software, websites, apps)

21st Century Careers Standards: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile) and design an audio, video and/or film production.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students’ progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Students will translate finger-spelled words, vocabulary, sentences and then a short story/introduction about a person from the target language into the source language. Students will be able to answer comprehension questions in regards to the short story/introduction.

Presentational: U.S. Travel Project – Students will record and submit a video of a travel project which demonstrates knowledge and proficiency in: spatial orientation from NJ, #signs related to travel time, seasons & seasonal activities, weather / holidays.

Interpersonal: [1] Students will engage in a dialogue/skit in which they discuss living arrangements, where one lives, likes/dislikes, and other topics related to Unit 3 themes. Dialogues will be paired at random to simulate spontaneous communication. [2] Students will

engage in character interviews. Each student will randomly select a character profile to portray. He/she will be given a few minutes to review the information and then the teacher will ask specific questions in the target language. Based on the information on the character profile, the students must use target vocabulary and incorporate grammatical themes into appropriate ASL answers.

THEMATIC UNIT

| THEME | PROFICIENCY | GRADE(S) |
|------------------------------------|-----------------|----------|
| Entertainment & the Deaf Community | Novice-Mid/High | 9-12 |

| | |
|-----------------|---|
| Topics : | <i>Organizations – Advocate & Serve Deaf Community</i> <i>Deaf Visual Arts – De’VIA</i> <i>Deaf/Deaf Portrayal in the Media</i> <i>Literal Meanings</i> <i>Final Song Interpretation</i> |
|-----------------|---|

Unit Description

| | |
|--|---|
| <p><i>Students will delve into history and culture associated with American Sign Language. Through research of various Deaf Advocacy organizations, Deaf Visual Arts and Artists, and members of the Deaf community and how they are portrayed in the media, students will gain an authentic-based understanding of the history of the Deaf community. Students will also use language skills developed throughout the year to select a popular song, create an ASL interpretation for the song, and develop a music video to accompany. At the end of this unit, students will be able to engage in conversation about the cultural components studied in the unit as well as showcase skills acquired.</i></p> | |
| <i>Interpretive</i> | <i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i> |
| <i>Interpersonal</i> | <i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i> |
| <i>Presentational</i> | <i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i> |

| CONCEPTS | SKILLS |
|---|---|
| <ul style="list-style-type: none"> ● Organizations – advocate & serve Deaf Community ● Media impact on Deaf Community ● De’VIA – History and origination ● Betty Miller ● Deaf Portrayal in the Media (past vs. present) ● Noteworthy Deaf adults in the media ● Interpret a song ● Literal vs. conceptual meanings | <ul style="list-style-type: none"> ● Exchange information using texts, graphs, or pictures ● Ask some simple questions (wh-questions) ● Ask and answer questions on factual information that is familiar to him/her ● Present basic information about things hi/she has learned using phrase and simple sentences |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Present basic information about a familiar person, place, or thing using phrases and simple phrases ● Present information about others using phrases and simple sentences ● Recognize and sometimes understand basic information in words and phrases that he/she has memorized ● Identify organizations that benefit the Deaf Community ● Compare/contrast media portrayal of Deaf in media throughout history ● Implications of access to media ● Recognize difference between art and De'VIA ● Analyze frozen text (music lyrics) for contextual meaning |
|--|--|

| World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT) | |
|--|--|
| 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. |
| 7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| 7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| 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. |
| 7.1.NH.IPRET.5 | Identify some unique linguistic elements in the target culture. |
| 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.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. |
| 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.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.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world |

| | |
|----------------|--|
| | and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| 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.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| 7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.PRSNT.6 | Name and label tangible cultural products associated with climate change in the target language regions of the world. |

***Note: ASL does not have a written component.**

| # | LEARNING OBJECTIVES | CORRESPONDING STANDARD(S) |
|---|---|---|
| 1 | SWBAT identify organizations that advocate for and serve the Deaf Community | 7.1.NM.IPRET.1 7.1.NH.IPRET.7 7.1.NM.PRSNT.5 |
| 2 | SWBAT recognize and differentiate De'VIA from standard art(ists). | 7.1.NM.PRSNT.3 7.1.NH.PRSNT.5 1.2.12.A.2 9.3.12.AR-JB.3 9.3.12.AR-AV.4 9.3.12.AR-VIS.2 |
| 3 | SWBAT identify various noteworthy adults and various accomplishments in the Deaf Community | 7.1.NM.IPRET.1 7.1.NH.IPRET.7 7.1.NM.PRSNT.5 |
| 4 | SWBAT ask and respond to questions related to background information, accomplishments, and lives of noteworthy adults in the Deaf Community | 7.1.NM.IPERS.1 7.1.NM.IPERS.3 7.1.NM.IPERS.5 |
| 5 | SWBAT produce letters, numbers, and unit vocabulary accurately | 7.1.NM.PRSNT.1 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 |
| 6 | SWBAT differentiate between literal and conceptual interpretations and provide reasoning | 7.1.NH.IPRET.5 |
| 7 | SWBAT interpret a song from source to target language | 7.1.NH.IPRET.5 |
| 8 | SWBAT present interpreted song in the form of a Music Video | 7.1.NM.PRSNT.3 7.1.NM.PRSNT.5 9.3.12.AR-JB.3 9.3.12.AR-AV.4 |

VOCABULARY:

Group, organization, support/advocate, Olympics, Art, history, artist, perspective, experience, life, model, motorcycle, actor/actress, famous, respect

*More vocabulary will be instructed – to be determined by song choices of students.

CULTURE:

- Deaf Advocacy Organizations

- De'VIA
- Notable members of Deaf Community
- Music in the Deaf Community

Suggested Activities

| NAME | DESCRIPTION |
|--------------------------------|---|
| Journal | Students will write journals to log and reflect any experiences with the Deaf Community, current events, cultural topics discussed in class, and/or classroom progress. |
| Skits / Dialogues | Students will use target vocabulary to create and engage in introductory dialogues. Throughout the unit, students will built upon skills and develop more in depth dialogues. |
| Student Video Entries | Students post videos of original or imitated stories to Google classroom. Self-reflection – Macro / micro analysis. |
| Fingerspelling Practice | Video and group activities to practice producing letters in isolation, at the beginning, middle and end of words. Students will learn tricks to help produce and improve receptive fingerspelling skills. |
| Jigsaw | To present information regarding Deaf Advocacy Organizations, information will presented in a jigsaw. |
| Think-Pair-Share | Answering/analyzing higher level material in pairs. |
| Review Games | Jeopardy, student-made quiz games, etc. to review material |
| De'VIA | Students will research De'VIA and present a piece he/she is interested in- explain the artist and the piece |
| Current Events | Students will look for current events involving Deaf in the news |

EXTENSION ACTIVITIES:

- Through Deaf Eyes – excerpts
- For Hearing People Only – selected chapters
- See What I'm Saying – excerpts
- D-PAN Videos – selected examples
- Video Resources - varied

INTERDISCIPLINARY CONNECTIONS:

Art: De'VIA, Chuck Baird, Ann Silver

History: De'VIA; History of Organizations; How Deaf Community was treated over the years.

Language Arts: Music Lyrics/Poetry analysis. Comparing nuances in English to ASL, discovering target language equivalents and how context can change an interpretation.

Technology: use of computers (software, websites, apps)

21st Century Careers Standards: Plan and deliver a media production (e.g., broadcast, video, Internet and mobile) and design an audio, video and/or film production.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.
3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Students will analyze and interpret a song selection from source language to target language. Students will GLOSS interpretations. Consideration will be given to sign choice, ASL grammar, conceptually accurate ideas/messages, use of non-manual markers and other nuances to the target language. A rubric will be used to score.

Presentational: Interpreted Song via Music Video. Students will work in groups to analyze and interpret a song. As a group, the students must create a music video to accompany the interpretation which must be produced in the target language, equally split among group members.

Interpersonal: Students will engage in a dialogue/skit in which they discuss a variety of topics. Topics that may be selected include: Organizations for and by the Deaf Community, De'VIA, and Noteworthy Deaf Adults in the Media. All topics will be familiar and have been studied in current unit. Dialogues will be paired at random to simulate spontaneous communication.