

## Pine Hill Public Schools Curriculum

|                            |                                      |  |                                 |
|----------------------------|--------------------------------------|--|---------------------------------|
| Content Area:              |                                      | World Language   |                                 |
| Course Title/ Grade Level: |                                      | American Sign Language III Advanced / Grades 11th-12th |                                 |
| Unit 1:                    | Animals, Nature, and Science         | Duration:  | Marking Period 1 Weeks 1-4      |
| Unit 2:                    | Health and Wellness                  | Duration:  | Marking Period 1 Weeks#5-9<br>: |
| Unit 3:                    | ASL History                          | Duration:  | Marking Period 2 Weeks 1-4      |
| Unit 4:                    | Money, Quantity, and Beyond          | Duration:  | Marking Period 2 Weeks 5-9      |
| Unit 5:                    | Cities, States, Countries, Our World | Duration:  | Marking Period 3 Weeks 1-9      |
| Unit 6:                    | Storytelling                         | Duration:  | Marking Period 4 Weeks 1-9      |
| BOE Approved Revision:     |                                      |  |                                 |
| BOE Initial Adoption Date: |                                      | August 23, 2016  |                                 |

| <b>Pine Hill Public Schools<br/>Curriculum</b>  |  |
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| <b>Unit Title:</b> Animals, Nature, and Science | <b>Unit #: 1</b>   |
| <b>Course or Grade Level:</b> ASL III Adv       | <b>Length of Time:</b> Marking Period 1 (4 weeks)  |
| <b>Pacing</b>                                   | September and October (Weeks #1-4)   |
| <b>Essential Questions</b>                      | <p>How does one demonstrate proficiency of ASL I and ASL II concepts?</p> <p>How does one describe animals and nature?</p> <p>What vocabulary, grammar, and communication skills can be considered basic/essential to about animals and nature?</p> <p>What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know what someone likes about nature/science?</p>  |
| <b>Content</b>                                  | <p><b><u>Language-Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>● <i>Signing Illustrated Chapter 6</i> Vocabulary words related to animals, nature, and science</li> <li>● Different types of animals and describing different features of animals</li> <li>● Science terms related to the environment and astronomy</li> </ul> <p><b><u>Language-Grammar</u></b></p> <ul style="list-style-type: none"> <li>● Asking do you...</li> <li>● Subject Pronouns</li> <li>● Non-manual signs</li> <li>● Use of adjectives in ASL</li> <li>● Syntax in ASL compared to English</li> </ul> <p><b><u>Culture:</u></b></p> <ul style="list-style-type: none"> <li>● Importance of learning other languages (review)</li> <li>● Review of characteristics of Deaf Culture</li> <li>● Attention gaining techniques for Deaf persons and how to initiate conversations</li> <li>● Deaf Famous Persons</li> <li>● Current Events (incorporated into classes)</li> </ul>   |
| <b>Skills</b>                                   | <ul style="list-style-type: none"> <li>● Recall Vocabulary, grammar, and cultural concepts from ASL I and II</li> <li>● Create signed videos to incorporate various concepts</li> <li>● Identify, list, and create sentences describing animals using various nouns, adjectives, and verbs</li> <li>● Identify, list, and construct sentences to express likes and dislikes with animals</li> <li>● Read and create questions using topics of grammar</li> <li>● Review and restate 5 parameters in ASL</li> <li>● Describe interactions between people and animals</li> <li>● Classifiers (CL:1, CL: 2, CL: bent V, etc)</li> <li>● Students will identify and list various animals and scientific concepts</li> <li>● Create a project about an animal</li> <li>● Prepare a signed presentational about animals/science</li> <li>● Students will read and create questions using topics of grammar</li> <li>● Science activities in ASL to reinforce vocabulary</li> </ul> |

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| <b>Assessments</b>  | <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Peer conversations ( “Ask a friend...”),</li> <li>● White boards</li> <li>● Oral review (signing)</li> <li>● Homework check</li> <li>● Class work check</li> <li>● Tickets to leave</li> <li>● Do nows</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● tests/quizzes</li> <li>● Benchmark exams</li> <li>● Verbal presentations (in ASL)</li> <li>● Projects</li> </ul>   |
| <b>Interventions / differentiated instruction</b>                     | <ul style="list-style-type: none"> <li>● Varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Parent contacts</li> <li>● ASL Students of the Month Award</li> <li>● ASL Sign for the Week</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Organized binder system</li> <li>● Tutoring available after school (Make an appointment with teacher)</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher’s discretion</p> |
| <b>Inter-disciplinary Connections</b>                                 | <p><u>Science:</u> Students will be exposed to understanding science and the extraordinary insights it has produced can be meaningful and relevant on a personal level, opening new worlds to explore and offering lifelong opportunities for enriching people's lives.</p> <p><u>Literature:</u> Reading and writing about various Deaf Culture/ASL topics</p>  |
| <b>Lesson resources / Activities</b>                                  | <ul style="list-style-type: none"> <li>● Signing Naturally Level 2</li> <li>● Signing Illustrated</li> <li>● DVDs</li> <li>● Science websites with Deaf instructors</li> </ul> <p>**Other appropriate materials/resources at individual teacher’s discretion.**</p>  |
| <b>Common Core Standards</b><br><b>Standard: 7.1 World Languages:</b> |  |

**All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

**Strand(s): Strand A Interpretive Mode:**

The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

**Strand B Interpersonal Mode:**

The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

**Strand C Presentational Mode:**

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for the newspaper.

**College and Career Readiness Anchor Standard(s):**

**Content Statement(s):**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Handle simple transactions

**CPI # / CPI(s):**

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic

related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.

materials. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language. 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IL.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1IL.A.2  
Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2  
Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IL.C.4 Synthesize information found in age- and level appropriate culturally authentic materials. 7.1.IL.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

| <u>21<sup>st</sup> Century Themes</u> |                           |   |   |   |                                 |   |                      |
|---------------------------------------|---------------------------|---|---|---|---------------------------------|---|----------------------|
| X                                     | Global Awareness          | X | Financial, Economic, Business, and Entrepreneurial Literacy | X | Civic Literacy                  | X | Health Literacy      |
| <u>21<sup>st</sup> Century Skills</u> |                           |   |   |   |                                 |   |                      |
| X                                     | Creativity and Innovation | X | Critical Thinking and Problem Solving                       | X | Communication and Collaboration | X | Information Literacy |
| X                                     | Media Literacy            | X | ICT Literacy  | X | Life and Career Skills          |   |                      |

| <b>Pine Hill Public Schools<br/>Curriculum</b> |  |
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| <b>Unit Title: Health and Wellness</b>         | <b>Unit #: 2</b>   |
| <b>Course or Grade Level: ASL III Adv</b>      | <b>Length of Time: Marking Period 1</b>  |
| <b>Pacing</b>                                  | October and November (Weeks #5-9)  |
| <b>Essential Questions</b>                     | <p>How does one discuss Health and Wellness in ASL?</p> <p>What are important aspects to leading a healthy lifestyle?</p> <p>How does one ask for and give information?</p> <p>How does one talk about sickness?</p> <p>How does one understand and demonstrate preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction?</p> <p>How does one use available information to make appropriate health-related decisions?</p> <p>How do you plan a well balanced meal and exercise program?</p> <p>How does one demonstrate and understand safety?</p>   |
| <b>Content</b>                                 | <ul style="list-style-type: none"> <li>● <u>Language-Vocabulary</u></li> <li>● Recall Vocabulary, grammar, and cultural concepts from ASL I and II</li> <li>● Temporal Aspect (to show frequency and duration)</li> <li>● Present and Past Tense</li> <li>● Numeral incorporation</li> <li>● Fingerspelling</li> </ul> <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> <li>● Subject, verb, object</li> <li>● Rhetorical questions</li> <li>● Demonstrate listing technique</li> <li>● WH-Face and Question Maker face (NMS)</li> <li>● Culture - Deaf doctors, dentists, and wellness instructors</li> <li>● Culture - Deaf professional in the medical field</li> <li>● Culture - Deaf exercise classes/ Deaf fitness instructors</li> </ul> |
| <b>Skills</b>                                  | <ul style="list-style-type: none"> <li>● Identify, list, and apply the vocabulary related to health and wellness</li> <li>● Create signed videos to incorporate various concepts</li> <li>● Research various types of exercise, healthy foods, and wellness topics</li> <li>● Identify and discuss going to the doctor, dentist, etc.</li> <li>● Create a group computer presentation project about various wellness</li> <li>● Create a food journal for one week and present in ASL</li> <li>● Make a virtual recipe and share with classmates</li> <li>● Compare and contrast healthy food options with junk food</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>● Design a wellness plan</li> <li>● Research various sicknesses/diseases</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher's discretion</p>  |
| <b>Assessments</b>                                | <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Class participation</li> <li>● Class work</li> <li>● Homework</li> <li>● ASL filmed activities (email to teacher or use classroom video camera/web camera)</li> <li>● Ask and Answer question in the target language</li> <li>● Self assessment checklist</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● Tests/quizzes</li> <li>● Alternative assessments</li> <li>● Benchmark exams</li> <li>● Computer presentations</li> </ul> <p>*Other appropriate assessments at individual teacher's discretions.</p>   |
| <b>Interventions / differentiated instruction</b> | <ul style="list-style-type: none"> <li>● varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Parent contacts</li> <li>● ASL Students of the Month Award</li> <li>● ASL Sign for the Week</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Organized binder system</li> <li>● Tutoring available after school (Make an appointment with teacher)</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher's discretion</p> |
| <b>Inter-disciplinary Connections</b>             | <ul style="list-style-type: none"> <li>● Health: Wellness topics such as healthy foods, exercise, risk avoidance, doctor's visits, going to the dentist, hygiene, etc.</li> <li>● Science: Analyze, research, discuss various sicknesses and diseases</li> <li>● Literacy: Reading and analyzing articles related to health and wellness</li> </ul>  |
| <b>Lesson resources / Activities</b>              | <ul style="list-style-type: none"> <li>● <u>Signing Naturally</u> Level 2</li> <li>● ASL app</li> <li>● <u>American Sign Language The Easy Way</u></li> <li>● <u>No Ordinary hero: Super Deafy Movie</u></li> </ul>  |

- Deafincline.com (website that has Deaf individuals signing about wellness topics)
- \*Other appropriate materials at individual teachers' discretion

**Common Core Standards**

**Standard: 7.1 World Languages:**

**All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.**

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**CPI # / CPI(s):**

- CPI: 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6



The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.

Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

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7.1.IL.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IL.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

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7.1.IL.C.4 Synthesize information found in age- and level appropriate culturally authentic materials.

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|                                       |                           |   |   |   |                                 |   |                      |
|---------------------------------------|---------------------------|---|---|---|---------------------------------|---|----------------------|
| X                                     | Global Awareness          | X | Financial, Economic, Business, and Entrepreneurial Literacy | X | Civic Literacy                  | X | Health Literacy      |
| <b>21<sup>st</sup> Century Skills</b> |                           |   |   |   |                                 |   |                      |
| X                                     | Creativity and Innovation | X | Critical Thinking and Problem Solving                       | X | Communication and Collaboration | X | Information Literacy |
| X                                     | Media Literacy            | X | ICT Literacy  | X | Life and Career Skills          |   |                      |

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| <b>Pine Hill Public Schools<br/>Curriculum</b> |   |
| <b>Unit Title: ASL History</b>                 | <b>Unit #: 3</b>  |
| <b>Course or Grade Level: ASL III Adv</b>      | <b>Length of Time: Marking Period 2</b>   |
| <b>Pacing</b>                                  | November and Beginning of Dec (Weeks #1-4)  |
| <b>Essential Questions</b>                     | <p>How was ASL created?</p> <p>How does one describe the history of ASL?</p> <p>Who were the essential people that helped to spread ASL throughout the USA?</p> <p>What is the history of Deaf Schools in America?</p> <p>Which signed language is ASL most closely related to?</p> <p>Who was Thomas Gallaudet and Laurent Clark?</p> <p>What was the significance of Martha's Vineyard and ASL?</p> <p>Who was Alice Cogswell and why was she important to the history of ASL?</p> <p>Who was George Veditz and what were his contributions to ASL?</p> |
| <b>Content</b>                                 | <p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Vocabulary words related to the history of ASL and Deaf culture</li> <li>● Vocabulary related to historical events</li> <li>● List of famous individuals that were involved with Deaf history</li> </ul> <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> <li>● Sentence Structure</li> <li>● Temporal aspect</li> <li>● Asking questions in ASL</li> <li>● Adjectives and Adverbs in ASL</li> <li>● Conjunctions in ASL (and, but, however, etc)</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>● Past tense</li> </ul> <p><u>Culture:</u></p> <ul style="list-style-type: none"> <li>● Deaf history and the importance of schools for the Deaf</li> <li>● Deaf famous individuals that have played significant roles in the development of ASL and schools for the Deaf</li> <li>● Martha's Vineyard and the unique history of Deafness there</li> </ul>  |
| <b>Skills</b>                                     | <ul style="list-style-type: none"> <li>● Recall Vocabulary, grammar, and cultural concepts from ASL I and II</li> <li>● Create a timeline about the history of ASL/Deaf Education</li> <li>● Research various historical events about ASL and Deafness</li> <li>● Identify compare and contrast sentences using indirect object pronouns with the present tense</li> <li>● Identify, compare and differentiate the present tense, past tense, and future tense</li> <li>● Identify, label, list and create schools for the deaf and the order in which they were established</li> <li>● Identify, compare and contrast the present tense of ASL</li> <li>● Research various Schools for the Deaf in America and the various trends of Deaf Education</li> </ul>   |
| <b>Assessments</b>                                | <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Teacher observations</li> <li>● Peer conversations</li> <li>● White boards</li> <li>● Oral review (signing)</li> <li>● Homework check</li> <li>● Class work check</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● tests/quizzes</li> <li>● Benchmark exams</li> <li>● Verbal (signed) presentations (in ASL)</li> <li>● Projects</li> </ul>  |
| <b>Interventions / differentiated instruction</b> | <ul style="list-style-type: none"> <li>● Varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Parent contacts</li> <li>● ASL Students of the Month Award</li> <li>● ASL Sign for the Week</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Organized binder system</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Tutoring available after school (Make an appointment with teacher)</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher's discretion</p>  |
| <b>Inter-disciplinary Connections</b>  | <ul style="list-style-type: none"> <li>● Social Studies: The history of French Sign Language related to American Sign Language</li> <li>● Art: Deaf artists and Deaf artwork</li> </ul>  |
| <b>Lesson resources / Activities</b>   | <p><u>My Heart Glow: Alice Cogswell, Thomas Gallaudet, and the Birth of American Sign Language</u> (Hardcover)</p> <p>Computer lab for research</p> <p>Preservation of ASL (DVD)</p> <p>Signing Naturally Level 2</p> <p>Signing Illustrated</p> <p>**Other appropriate materials/resources at individual teacher's discretion.**</p>  |
| <b>Common Core Standards</b>   |  |
| <p><b>Strand(s): Strand A Interpretive Mode:</b></p> <p>The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p> <p><b>Strand B Interpersonal Mode:</b></p> <p>The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p> <p><b>Strand C Presentational Mode:</b></p> <p>The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article.</p> |  |
| <b>College and Career Readiness Anchor Standard(s):</b>  |  |
| <p><b>Content Statement(s):</b></p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Ask and answer questions</p>  | <p><b>CPI # / CPI(s):</b></p> <p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices)</p> |

related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.

in the target culture(s) and in one's own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6

Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IL.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IL.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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|  |                           |   |   | <p>7.1.IL.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IL.C.4 Synthesize information found in age- and level appropriate culturally authentic materials</p> <p>7.1IL.C5<br/>Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each.</p> |                                 |   |                      |
| <b><u>21<sup>st</sup> Century Themes</u></b> |                           |   |   |   |                                 |   |                      |
| X  | Global Awareness          | X | Financial, Economic, Business, and Entrepreneurial Literacy | X   | Civic Literacy                  |   | Health Literacy      |
| <b><u>21<sup>st</sup> Century Skills</u></b> |                           |   |   |   |                                 |   |                      |
| X  | Creativity and Innovation |   | Critical Thinking and Problem Solving                       | X   | Communication and Collaboration | X | Information Literacy |
| X  | Media Literacy            |   | ICT Literacy  |   | Life and Career Skills          |   |                      |

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| <b>Pine Hill Public Schools<br/>Curriculum</b> |  |
| <b>Unit Title:</b> Money, Quantity, and Beyond | <b>Unit #:</b> 4   |
| <b>Course or Grade Level:</b> ASL III Adv      | <b>Length of Time:</b> Marking Period 2: 4-5 weeks   |
| <b>Pacing</b>                                  | Mid Dec - January (Weeks #5-9)   |
| <b>Essential Questions</b>                     | <p>How is money discussed in ASL?</p> <p>How does one describe money, quantity, and financial discussions in ASL?</p> <p>How does Rule of 9 apply to monetary concepts in ASL?</p> |

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|                    | <p>How does someone ask how much something costs and provide details related money?</p> <p>How does one sign about computation in ASL?</p> <p>How does one solve word problems in ASL?</p>   |
| <b>Content</b>     | <p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Money signs and signs related to information related to financial decisions.</li> <li>● Signing Naturally vocabulary related to Money and Quantities</li> <li>● Signs related to Math concepts</li> <li>● Signs related to word problems in ASL</li> </ul> <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> <li>● How to make superlatives and comparatives in ASL</li> <li>● Making comparisons in ASL</li> <li>● Syntax in ASL \Topicalization in ASL</li> <li>● Tense in ASL</li> <li>● Vocabulary expansion in ASL</li> <li>● Directionality</li> <li>● Indexing</li> <li>● Numbers in ASL</li> </ul> <p><u>Deaf culture:</u></p> <ul style="list-style-type: none"> <li>● Famous Deaf mathematicians</li> <li>● Careers in STEM fields for Deaf people</li> </ul> |
| <b>Skills</b>      | <ul style="list-style-type: none"> <li>● Recall Vocabulary, grammar, and cultural concepts from ASL I and II</li> <li>● Numerical incorporation</li> <li>● Create a budget</li> <li>● Plan shopping trip in ASL</li> <li>● Research, create, and present a long term financial plan in ASL</li> <li>● Role play shopping experiences</li> <li>● Role play teaching a Deaf child how to count and deal with money</li> <li>● Set up Deaf friendly store for students to practice their signing skills</li> <li>● Counting in ASL</li> <li>● Money concepts</li> </ul>   |
| <b>Assessments</b> | <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Class Participation</li> <li>● Class Work</li> <li>● Homework</li> <li>● Audio Activities</li> <li>● Writing activities</li> <li>● Ask and answer questions in the target language</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Alternative Assessments</li> <li>● Benchmark Exam</li> <li>● Computer presentations</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*.</p>  |

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| <b>Interventions / differentiated instruction</b>  | <ul style="list-style-type: none"> <li>● Varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Parent contacts</li> <li>● ASL Students of the Month Award</li> <li>● ASL Sign for the Week</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Organized binder system</li> <li>● Tutoring available after school (Make an appointment with teacher)</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher's discretion</p> |
| <b>Inter-disciplinary Connections</b>  | <ul style="list-style-type: none"> <li>● Math: Exploring number concepts, Money, Computation</li> <li>● Financial Literacy: Budget planning</li> </ul>   |
| <b>Lesson resources / Activities</b>   | <p>Signing Naturally Level 2<br/> Signing Illustrated</p> <p><a href="http://www.tsdvideo.org/">http://www.tsdvideo.org/</a> (Math Signing Language online dictionary)<br/> Vocabulary Builders in Sign Language - Math website</p> <p>**Other appropriate materials/resources at individual teacher's discretion.**</p>   |
| <p><b>Common Core Standards</b><br/> <b>Standard: 7.1 World Languages:</b><br/> <b>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</b></p>   |  |
| <p><b>Strand(s): Strand A Interpretive Mode:</b><br/> The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p> <p><b>Strand B Interpersonal Mode:</b><br/> The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p> |  |



**Strand C Presentational Mode:**

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for

**College and Career Readiness Anchor Standard(s):****Content Statement(s):**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.

**CPI # / CPI(s):**

CPI: 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature, on

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|  | <p>school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.II.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.II.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.II.C.4 Synthesize information found in age- and level appropriate culturally authentic materials.</p> <p>7.1.II.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> |
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**21<sup>st</sup> Century Themes**

|   |                  |   |   |  |                |  |                 |
|---|------------------|---|---|--|----------------|--|-----------------|
| X | Global Awareness | X | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy |  | Health Literacy |
|---|------------------|---|---|--|----------------|--|-----------------|

**21<sup>st</sup> Century Skills**

|   |                           |   |                                       |   |                                 |   |                      |
|---|---------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------|
|   | Creativity and Innovation | X | Critical Thinking and Problem Solving |   | Communication and Collaboration | X | Information Literacy |
| X | Media Literacy            |   | ICT Literacy                          | X | Life and Career Skills          |   |                      |

| <b>Pine Hill Public Schools<br/>Curriculum</b>          |  |
|---|--|
| <b>Unit Title:</b> Cities, States, Countries, Our World | <b>Unit #: 5</b>   |
| <b>Course or Grade Level:</b> ASL III Adv               | <b>Length of Time: Marking Period 3 (Weeks 1-9)</b>  |
| <b>Pacing</b>   | February, March, April (Weeks #1-9)  |
| <b>Essential Questions</b>                              | <p>Why is geography important?</p> <p>How does one navigate travel?</p> <p>How does plan for a trip/vacation?</p> <p>How does one identify places around the world?</p> <p>How does one read a map/globe?</p> <p>How does one describe directions and getting around?</p>  |
| <b>Content</b>  | <p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Vocabulary related to countries, continents, oceans, well known landmarks</li> <li>● American symbols and national monuments/parks</li> <li>● Vocabulary Traveling around the world</li> <li>● Vocabulary to transportation, landforms, and bodies of water</li> </ul> <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> <li>● Asking questions in ASL</li> <li>● Expressing adjectives and adverbs</li> <li>● Topic Comment Structures</li> <li>● Time Indicators</li> <li>● Negative incorporation</li> <li>● Degree and Intensity</li> <li>● Body Shifting</li> <li>● Classifiers</li> <li>● Lexicalized fingerspelling</li> </ul> <p><u>Culture:</u></p> <ul style="list-style-type: none"> <li>● Research Martha’s Vineyard and the history of the area</li> <li>● Largely populated Deaf areas in our country and around the world</li> <li>● Deaf famous people</li> <li>● Deaf culture</li> </ul> |
| <b>Skills</b>   | <ul style="list-style-type: none"> <li>● Recall Vocabulary, grammar, and cultural concepts from ASL I and II</li> <li>● Create a trip itinerary for a dream vacation around the world</li> <li>● Locate cities, states, countries, continents around the world in ASL</li> <li>● Label oceans and well known bodies of water</li> <li>● Research a country and present in ASL</li> <li>● Identify states and capitals in ASL</li> <li>● Improve fingerspelling ability and clarity</li> <li>● Research, retell, and describe map skills and how to get around places in ASL</li> </ul>   |
| <b>Assessments</b>                                      | <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Class Participation</li> <li>● Class Work</li> <li>● Homework</li> <li>● Audio Activities</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>● Writing activities</li> <li>● Ask and answer questions in the target language</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Alternative Assessments</li> <li>● Benchmark Exam</li> <li>● Computer presentations</li> <li>● Video assignments</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*</p>  |
| <b>Interventions / differentiated instruction</b>  | <ul style="list-style-type: none"> <li>● Varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Parent contacts</li> <li>● ASL Students of the Month Award</li> <li>● ASL Sign for the Week</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Organized binder system</li> <li>● Tutoring available after school (Make an appointment with teacher)</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher's discretion</p> |
| <b>Inter-disciplinary Connections</b>  | <ul style="list-style-type: none"> <li>● Social Studies: Geography, Identifying various</li> <li>● Literacy: Report, Writing activities, Reading selections of current articles</li> </ul>   |
| <b>Lesson resources / Activities</b>   | <p><u>Barron's American Sign Language The Easy Way</u><br/> Signing Naturally Level 2<br/> Signing Illustrated</p> <p>**Other appropriate materials/resources at individual teacher's discretion.**</p>  |
| <p><b>Common Core Standards</b><br/> <b>Standard: 7.1 World Languages:</b><br/> <b>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</b></p> |  |
| <p><b>Strand(s): Strand A Interpretive Mode:</b></p>   |  |

The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

**Strand B Interpersonal Mode:**

The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

**Strand C Presentational Mode:**

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and

**College and Career Readiness Anchor Standard(s):**

**Content Statement(s):**

The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.

The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Ask and answer questions related to everyday life. Handle simple transactions related to everyday life: Initiate, maintain, and end a conversation. Ask for and give permission. Express needs. Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference.

The Intermediate-High language learner understands and communicates at the sentence level and can use strings of sentences independently to: Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.

**CPI # / CPI(s):**

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for

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|  | <p>participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.II.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.II.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.II.C.4 Synthesize information found in age- and level appropriate culturally authentic materials.</p> <p>7.1.II.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> |
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**21<sup>st</sup> Century Themes**

|   |                  |  |   |  |                |  |                 |
|---|------------------|--|---|--|----------------|--|-----------------|
| X | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy |  | Health Literacy |
|---|------------------|--|---|--|----------------|--|-----------------|

**21<sup>st</sup> Century Skills**

|   |                           |   |                                       |   |                                 |   |                      |
|---|---------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------|
| X | Creativity and Innovation |   | Critical Thinking and Problem Solving | X | Communication and Collaboration | X | Information Literacy |
| X | Media Literacy            | X | ICT Literacy                          | X | Life and Career Skills          |   |                      |

| <b>Pine Hill Public Schools<br/>Curriculum</b> |  |
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| <b>Unit Title:</b> Storytelling                | <b>Unit #:</b> 6   |
| <b>Course or Grade Level:</b> ASL III Adv      | <b>Length of Time:</b> 9 weeks <b>Marking Period</b> 4   |
| <b>Pacing</b>                                  | April, May, June (Weeks #1-9)  |
| <b>Essential Questions</b>                     | <p>Why is storytelling so valued in Deaf Culture?<br/>           What is the history of ASL storytelling and how has technology changed the ways?<br/>           What is the role of storytelling in your life?<br/>           What are the important elements to include when telling a story in ASL?<br/>           Why do some tales become a classic and continue to be famous today?<br/>           What is important to include about characterization?<br/>           What is ASL literacy and why is it important?</p>   |
| <b>Content</b>                                 | <p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Vocabulary words related to components of a story.</li> <li>● Vocabulary related to various stories and genres of literacy</li> <li>● Vocabulary related to literacy</li> <li>● Vocabulary related to common fairy tales/fables (for example, 3 Little Pigs in ASL)</li> </ul> <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> <li>● Past tense, present tense, and future tense</li> <li>● Plurals in ASL</li> <li>● Verbs</li> <li>● Pronouns</li> <li>● CHaracter development in a story</li> <li>● Signing space and shoulder shifting</li> <li>● NMS - Facial expressions</li> <li>● ASL Literacy components</li> </ul> <p><u>Culture:</u></p> <ul style="list-style-type: none"> <li>● Deaf culture - storytelling</li> <li>● Deaf famous storytellers</li> <li>● Importance of storytelling in Deaf Culture</li> <li>● ASL literacy</li> </ul> |
| <b>Skills</b>                                  | <ul style="list-style-type: none"> <li>● Recall Vocabulary, grammar, and cultural concepts from ASL I and II.</li> <li>● Research and present about a favorite book/story in ASL.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>● Retell a well known fairy tale and then create a different scenario/ending in ASL</li> <li>● Describe a famous person and their life in ASL.</li> <li>● Identify components that make a story interesting.</li> <li>● Number stories in ASL</li> <li>● ABC stories in ASL</li> <li>● Classifier stories in ASL</li> <li>● Handshape stories in ASL</li> <li>● Create and present at least three stories in ASL and share via videotape/presenting in front of the class.</li> <li>● Provide feedback for oneself and others following a specific rubric.</li> </ul>   |
| <b>Assessments</b>                                | <p style="margin-left: 40px;"><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Class Participation</li> <li>● Class Work</li> <li>● Homework</li> <li>● Audio/Video Activities</li> <li>● Writing activities</li> <li>● Ask and answer questions in the target language</li> </ul> <p style="margin-left: 40px;"><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Alternative Assessments</li> <li>● Benchmark Exam</li> <li>● Computer presentations</li> <li>● Video assignments</li> </ul> <p>*Other appropriate assessments at individual teacher's discretion*</p>  |
| <b>Interventions / differentiated instruction</b> | <ul style="list-style-type: none"> <li>● Varied grouping (individual/partner/small group/whole group)</li> <li>● Heterogeneous ability pairing/grouping</li> <li>● Parent contacts</li> <li>● ASL Students of the Month Award</li> <li>● ASL Sign for the Week</li> <li>● Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>● Alternative assignments/assessments (rubrics/checklists)</li> <li>● Preferential seating</li> <li>● Positive reinforcement</li> <li>● Specific feedback</li> <li>● Objective-sharing</li> <li>● 1:1 assistance</li> <li>● Provide notes/outlines/study guides</li> <li>● Extended time for assignments/assessments</li> <li>● Leveled/supplemental materials/resources</li> <li>● Break up material into smaller parts</li> <li>● Advanced organizers</li> <li>● Organized binder system</li> <li>● Tutoring available after school (Make an appointment with teacher)</li> </ul> <p>***Other appropriate interventions/differentiation at individual teacher's discretion</p> |



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| <b>Inter-disciplinary Connections</b>  | <ul style="list-style-type: none"> <li>● Social Studies: History of ASL storytelling and how technology has changed</li> <li>● Literacy: Components of storytelling. Discussing various famous stories, books, fairy tales and various genres of literature.</li> <li>● Art: Various ways of presenting one’s stories through artwork or theatre.</li> </ul>  |
| <b>Lesson resources / Activities</b>   | <ul style="list-style-type: none"> <li>● ASL DVDs related to storytelling (Signing Naturally Level 2)</li> <li>● Signing Illustrated</li> <li>● ASL Poetry DVD</li> <li>● ASLized website and online resources</li> <li>● (If time allows, team up with local elementary school to tell stories in ASL and teach some basic signs to the students).</li> </ul> <p>**Other appropriate materials/resources at individual teacher’s discretion.**</p>   |
| <b>Common Core Standards</b>   |   |
| <p><b>Strand(s): Strand A Interpretive Mode:</b><br/> The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p> <p><b>Strand B Interpersonal Mode:</b><br/> The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).</p> <p><b>Strand C Presentational Mode:</b><br/> The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and write an article.</p> |   |
| <b>College and Career Readiness Anchor Standard(s):</b>  |   |
| <p><b>Content Statement(s):</b><br/> The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to: Identify the main idea and some supporting details when reading. Understand the gist and some supporting details of conversations dealing with everyday life. Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:<br/> Ask and answer questions related to everyday life.<br/> Handle simple transactions related to everyday life:</p>   | <p><b>CPI # / CPI(s):</b><br/> 7.1.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.<br/> 7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.<br/> 7.1.II.A.3 Compare and contrast the use of verbal and nonverbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.<br/> 7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> |

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| <p>Initiate, maintain, and end a conversation.<br/> Ask for and give permission.<br/> Express needs.<br/> Give reasons. Request, suggest, and make arrangements.<br/> Extend, accept, and decline an invitation.<br/> Express an opinion and preference.</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: Handle simple transactions related to everyday life Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p> | <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.<br/> 7.1.IL.A.6 10<br/> Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.<br/> 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.<br/> 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language. 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.<br/> 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.<br/> 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br/> 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.<br/> 7.1.IL.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br/> 7.1.IL.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.<br/> 7.1.IL.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.<br/> 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br/> 7.1.IL.C.4 Synthesize information found in age- and level appropriate culturally</p> |
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|  | authentic materials. 7.1.IL.C.5 11 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. |
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**21<sup>st</sup> Century Themes**

|   |                  |  |   |  |                |  |                 |
|---|------------------|--|---|--|----------------|--|-----------------|
| X | Global Awareness |  | Financial, Economic, Business, and Entrepreneurial Literacy |  | Civic Literacy |  | Health Literacy |
|---|------------------|--|---|--|----------------|--|-----------------|

**21<sup>st</sup> Century Skills**

|   |                           |  |                                       |   |                                 |   |                      |
|---|---------------------------|--|---------------------------------------|---|---------------------------------|---|----------------------|
| X | Creativity and Innovation |  | Critical Thinking and Problem Solving | X | Communication and Collaboration | X | Information Literacy |
| X | Media Literacy            |  | ICT Literacy                          | X | Life and Career Skills          |   |                      |