

Pine Hill Public Schools Curriculum

Content Area:	World Languages		
Course Title/ Grade Level:	ASL 2		
Unit 1:	SPORTS AND ACTIVITIES(6)	Marking Period:	1 (Weeks:1-4)
Unit 2:	MY DAILY ROUTINES(7)	Marking Period:	1 (Weeks: 5-9) 2 (Weeks: 1-4)
Unit 3:	DESCRIBING PEOPLE(8)	Marking Period:	2 (Weeks: 5-9) 3 (Weeks:1-4)
Unit 4:	MY HOME AND COMMUNITY(9)	Marking Period:	3 (Weeks: 5-9) 4 (Weeks:1-4)
Unit 5:	MAKING PLANS(10)	Marking Period:	4 (Weeks: 5-9)
Date Created or Revised:	August 2012		
BOE Approval Date:	8/28/12		

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: SPORTS AND ACTIVITIES(6)	Unit #: 1
Course: ASL 2	Length of Time: 4 Weeks
Pacing	Marking Period 1: Weeks 1-4
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone’s sport and activities? • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know what someone likes/wants to do regarding sports and activities? • What vocabulary, grammar, and communication skills can be considered basic/essential to getting to know about someone's interests related to sports and activities?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Subject Pronouns • Sports and Activities <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Subjects and Verbs in Sentences • Asking Have you.. • Past Tense • Future Tense <p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Sports and Leisure Activities • Weekend Activities • Classifiers(Bent V /Flat Objects) • Parameters of ASL • Rule of 9 <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Past Tense (past,recently,long ago,used to ,last,yesterday) • Future Tense(soon,will,next,in a few,future)
Skills	<ul style="list-style-type: none"> • Indicate present,past and future tenses when using ASL. • Sign about sports and activities. • State 5 parameters of ASL • Expand and demonstrate different Classifiers. • To describe and express the different types of ASL literature. • To use the RULE OF 9 appropriately when using ASL • State how often you engage in your sports and activities. • Describe your everyday activities.

Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>LAL</u></p> <ul style="list-style-type: none"> • Subjects • Verbs • Subject Pronouns • Adjectives • Experience/Finish • Classifiers

	<ul style="list-style-type: none"> • Present Tense • Past Tense • Near Future Tense • Distant Future Tense
Lesson Resources / Activities	<ul style="list-style-type: none"> • Zinza, Jason E, MASTER ASL LEVEL 1 2006. • <u>ASL Ancillaries</u>, CD-ROM, Video Program, DVD Tutor, 1 Review, Lab Book, Audio CD's, Activities for Communication, Storytelling Book, Tutor for Students of Spanish, Teaching Transparencies, Assessment Program, <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>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.</p>	
<p>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.”</p> <p>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).</p> <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 a newspaper.</p>	
<p>Content Statement: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> 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 Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the</p>	<p>CPI: 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p>

<p>sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <p>Ask and answer questions related to everyday life.</p> <p>Handle simple transactions related to everyday life:</p> <p>Initiate, maintain, and end a conversation.</p> <p>Ask for and give permission.</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Request, suggest, and make arrangements.</p> <p>Extend, accept, and decline an invitation.</p> <p>Express an opinion and preference.</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <p>Handle simple transactions related to everyday life:</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Express an opinion and preference.</p> <p>Request and suggest.</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.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.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural</p>
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practices.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

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

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: MY DAILY ROUTINE(7)	Unit #: 2
Course: ASL 2	Length of Time: 9 Weeks
Pacing	Marking Period 1: Weeks 5-9 ; Marking Period 2: Weeks 1-4
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to knowing about one's DAILY ROUTINE/ACTIVITIES? • What information can be considered basic/essential to getting to know about CAPTIONING and its benefits and drawbacks? • How/why is knowing about different opinions of ASL how it has not relationship to English and that it is a language of its own? • How the title DEAF PRIDE is and essential component of the Deaf Culture.?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Clothing • Routine • Spatial Organization and Shoulder Shifting • Household activities • Turn-taking strategies <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Noun-verb Pairs • EVERY • Frequency signs(always,never,sometimes,to use,for-for) <p><u>Nation</u></p> <ul style="list-style-type: none"> • Chile: History, Geography, Architecture, Food, Celebrations, Fine Arts, Government, Economy <p><u>Culture</u></p> <ul style="list-style-type: none"> • Turn taking and exchanging information • Significance of Deaf Pride • Closed Captioning • Americans with Disabilities Act 1990 • Pidgin Sign Language
Skills	<ul style="list-style-type: none"> • Sign about daily routines and activities • Identify and demonstrate noun-verb pairs in ASL • Demonstrate and use spatial organization while signing • Apply turn taking strategies in conversation • Describe clothing • Understand sign language continuum •
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests

	<ul style="list-style-type: none"> • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • History,of and Government,..responsibilities of CLOSED CAPTIONING • DEAF PREZ NOW PROTEST <p><u>LAL</u></p> <ul style="list-style-type: none"> • Adjectives • Object Classifiers • Noun-verb pairs • Location
Lesson Resources / Activities	<ul style="list-style-type: none"> • Zinza,Jason E, MASTER ASL LEVEL 1, 2006. • <u>ASL Ancillaries</u> CD-ROM, Video Program, DVD Tutor, Review, Lab Book, Activities Storytelling Book, Teaching Transparencies, , Assessment Program, Exprésate para. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>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.</p>	

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 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.”

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Content Statement:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and 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 Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple 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 Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:

Handle simple transactions related to everyday life:

Express needs.

CPI:

7.1.NH.A.1

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2

Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3

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

7.1.NH.A.4

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6

Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

7.1.NH.B.1

Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.2

Give and follow a series of oral and written directions, commands, and requests for participating

<p>Give reasons. Express an opinion and preference. Request and suggest.</p>	<p>in age- and level- appropriate classroom and cultural activities. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

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

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: DESCRIBING PEOPLE(8)	Unit #: 3
Course: ASL 2	Length of Time: 9 Weeks
Pacing	Marking Period 2: Weeks 5-9 ; Marking Period 3: Weeks 1-4
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to communicating about people’s physical appearances,health issues, personality traits and characteristics? • What information can be considered basic/essential to getting to know about the natural world and its environment? • How/why is knowing about different cultures'DEAF NATIVE AMERICANS? • How /why more deaf are entering the medical fields? • How/why Deaf-Blind are integral part of the Deaf Culture?
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Descriptive Adjectives(body,people,ethnicity,hairstyles,personalities,health and natural world) <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Differentiate nouns and verb signs (i.e bike vs bicycling) • Pronouns usage when describing people and things. <p><u>Nation</u></p> <ul style="list-style-type: none"> • CANADA:, Part uses ASL other part uses French Sign Language <p><u>Culture</u></p> <ul style="list-style-type: none"> • Deaf Native Americans • Culturally acceptable to be very descriptive of people. • EthniC Signs and Meanings • Schools for the Deaf-Blind • Asian Deaf Congress • National Deaf Black Advocates • Deaf Latino • Intertribal Deaf Council
Skills	<ul style="list-style-type: none"> • Describe people’s physical appearance • Demonstrate ASL narrative skills • Describe personality traits and characteristics • Demonstrate Deaf-Blind Communication methods • Describe environment and the natural world • Discuss health issues using ASL
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam

	<ul style="list-style-type: none"> • Culture Project (Perspectives of the Target Culture on Local/Global Issues) <p>*Other appropriate assessments at individual teacher's discretion.*</p>
Interventions/ Differentiated Instruction	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
Inter- Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • DEAF(Latino,Asian,African Americans, Native Americans) • Indian Sign Language • Ethnicity Signs and how they relate to their countries • Landforms of different areas in the country and the world using ASL <p><u>LAL</u></p> <ul style="list-style-type: none"> • Adjectives • Pronouns • Uses of the HURT sign CL:4 •
Lesson Resources / Activities	<ul style="list-style-type: none"> • Zinza,Jason, E, Master ASL Level 1 2006.. • <u>ASL Ancillaries</u> CD-ROM, Video Program, DVD Tutor, Interactive Tutor Review, Lab Book, , Activities for Communication, Storytelling Book, , Teaching Transparencies, Assessment Program, <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
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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 Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:

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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 Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple sentences* independently to:

Handle simple transactions related to everyday life:

CPI:

7.1.NH.A.1

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2

Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3

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

7.1.NH.A.4

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6

Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.

7.1.NH.B.1

Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NH.B.2

Give and follow a series of oral and written

<p>Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p>	<p>directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

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

Pine Hill Public Schools World Languages' Curriculum	
Unit Title: MY HOME AND COMMUNITY	Unit #: 4
Course: ASL 2	Length of Time: 9 Weeks
Pacing	Marking Period 3: Weeks 5-9; Marking Period 4: Weeks 1-4
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to be able to communicate about one's home and community? • What information can be considered basic/essential to getting to know about the Deaf and Hearing Worlds and its people/culture? • How/why is knowing about different communication devices used by the Deaf.? • Why it is important to understand the cultural values{Collective Values vs Individualism) within the Deaf Community
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Types of Housing • Places around the House • Places around Town • Money Signs • Transportation Signs <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • Adjectives • Questioning Techniques(ask/answer) • Possessions <p><u>Culture</u></p> <ul style="list-style-type: none"> • DEAF WORLD Telephone Book • Collective Values • Expression Corner • Deaf Peddlers
Skills	<ul style="list-style-type: none"> • Describe your home and community • Identify the MONEY SPOT AND DOLLAR TWIST • Describe objects using SPATIALIZATION TECHNIQUES • Demonstrate giving STREET DIRECTIONS • Explain how social changes affect the DEAF WORLD • Apply non-manual signs
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments <p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam • Culture Project (Perspectives of the Target Culture on Local/Global Issues)

	<p>*Other appropriate assessments at individual teacher's discretion.*</p>
<p>Interventions/ Differentiated Instruction</p>	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p>Inter- Disciplinary Connections</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • WORLD CONFERENCE IN 1880. • Large Population of the Deaf(locations) • News Media/TV Programs with Deaf People using ASL • Deaf Theatres (Historical Perspective) <p><u>LAL</u></p> <ul style="list-style-type: none"> • Pronouns • Object Pronouns • Question(ask/answer syntax) • Expression Corner(Slangs) <p><u>Math</u></p> <p><u>Money Spot</u></p>
<p>Lesson Resources / Activities</p>	<ul style="list-style-type: none"> • Zinza,Jason, E. MASTER ASL LEVEL 1 2006

	<ul style="list-style-type: none"> • <u>ASL Ancillaries</u> CD-ROM, Video Program, DVD Tutor, Posters, Interactive Tutor CD-ROM, CD-ROM, , Lab Book, , Activities for Communication, Storytelling Book, Vocabulario y, Teaching Transparencies, , Assessment Program, <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
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2009 NJCCCS

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.

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 a newspaper.

Content Statement:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and 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 Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can *use words, lists, and simple 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.

CPI:

7.1.NH.A.1

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.2

Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3

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

7.1.NH.A.4

Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5

Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6

<p>Give reasons. Request, suggest, and make arrangements. Extend, accept, and decline an invitation. Express an opinion and preference. The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to: Handle simple transactions related to everyday life: Express needs. Give reasons. Express an opinion and preference. Request and suggest.</p>	<p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. 7.1.NH.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. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>
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21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy	X	ICT Literacy	X	Life and Career Skills
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**Pine Hill Public Schools
World Languages' Curriculum**

Unit Title: CONVERSATION		Unit #: 5
Course: ASL 2		Length of Time: 5 Weeks
Pacing	Marking Period 4: Weeks 5-9	
Essential Questions	<ul style="list-style-type: none"> • What vocabulary, grammar, and communication skills can be considered basic/essential to be able to communicate occupations and fields of study? • What information can be considered basic/essential to getting to know about foods and animal signs.? • How/why is knowing about different cultures' use of BECOME AND TO BE? • How/why it is important to expand visualization and description skills using classifiers? • How/why having good ASL skills can make a difference getting hired and not getting the job you want? 	
Content	<p><u>Language-Vocabulary</u></p> <ul style="list-style-type: none"> • Fruits and Vegetables • Meat and Dairy • Dessert and Sweets • Meals and Fast Foods • Animals • Making Plans • Work and Study <p><u>Language-Grammar</u></p> <ul style="list-style-type: none"> • The AGENT MARKER(ER) added to nouns • Fingerspelling of FOODS • Adjectives describing foods/animals. • Pronouns for objects and things. <p><u>Culture</u></p> <ul style="list-style-type: none"> • ASL fingerspell food items vs English has a word for each. • Poem: RECIPE FOR ASL • Classifiers for EARS, LEGS BODY MASS, PROBOSCIS • HEARING EAR DOGS for the Deaf/Hearing Impaired • Deaf are mistaken for Blind ...being given Braille menus, books and pamphlets (Discussion). 	
Skills	<ul style="list-style-type: none"> • Demonstrate conversing about occupations and fields of study. • Demonstrate fingerspelling various food items. • Indicate how to use BECOME AND TO BE in ASL situations. • Demonstrate a conversation about animals and a trip to the zoo. • Explain how to expand visualization and description skills using classifiers. • Demonstrate conversing in ASL discussing about different foods and being in a grocery store. 	
Assessments	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Class Participation • Class Work Assignments • Homework Assignments 	

	<p><u>Summative</u></p> <ul style="list-style-type: none"> • Quizzes • Tests • Alternative Assessments • Benchmark Exam <p>*Other appropriate assessments at individual teacher's discretion.*</p>
<p>Interventions/ Differentiated Instruction</p>	<ul style="list-style-type: none"> • Varied grouping (individual/partner/small group/whole group) • Heterogeneous ability pairing/grouping • Multi-sensory approach (visual/auditory/tactile/kinesthetic) • Alternative assignments/assessments (rubrics/checklists) • Preferential seating • Positive reinforcement • Specific feedback • Objective-sharing • 1:1 assistance • Provide notes/outlines/study guides • Extended time for assignments/assessments • Leveled/supplemental materials/resources • Break up material into smaller parts • Advanced organizers • Assignment book • Repeated review/drill • Verbal and written directions • Memory-aids • Parent Contacts <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>

Inter-Disciplinary Connections	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Careers that involve the use of ASL.(Jobs and Occupations) • Locations of where various devices for the Deaf/Hearing Impaired are manufactured. <p><u>Math</u></p> <ul style="list-style-type: none"> • Cost of goods.(using dollar twist and cent signs) • Cost of having pets.(using dollar twist and cent signs) <p><u>LAL</u></p> <ul style="list-style-type: none"> • Demonstrative Adjectives • Comparisons • Topic or Transition • Journal Writing: Hearing Guide Dogs / Analyze Poem A RECIPE FOR ASL • Research which Zoo s in the USA have ASL interpreters. •
Lesson Resources / Activities	<ul style="list-style-type: none"> • Zinza,Jason,E MASTER ASL LEVEL 1 , 2006. • <u>ASL Ancillaries</u> CD-ROM, Video Program, DVD Tutor, Interactive Tutor CD-ROM, CD-ROM, , Lab Book, Audio CD's, Activities for Communication Storytelling Book, Vocabulario y Teaching Transparencies, , Assessment Program. <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
2009 NJCCCS	
<p>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.</p>	
<p>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.”</p> <p>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).</p> <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 a newspaper.</p>	
<p>Content Statement: The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the</p>	<p>CPI: 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly</p>

<p>sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <p>Identify the main idea and some supporting details when reading.</p> <p>Understand the gist and some supporting details of conversations dealing with everyday life.</p> <p>Infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <p>Ask and answer questions related to everyday life.</p> <p>Handle simple transactions related to everyday life:</p> <p>Initiate, maintain, and end a conversation.</p> <p>Ask for and give permission.</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Request, suggest, and make arrangements.</p> <p>Extend, accept, and decline an invitation.</p> <p>Express an opinion and preference.</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <p>Handle simple transactions related to everyday life:</p> <p>Express needs.</p> <p>Give reasons.</p> <p>Express an opinion and preference.</p> <p>Request and suggest.</p>	<p>contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.2</p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3</p> <p>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4</p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5</p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.6</p> <p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1</p> <p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3</p> <p>Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4</p> <p>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5</p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1</p> <p>Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2</p> <p>Create and present brief messages, poems, rhymes,</p>
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 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
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 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

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