

American Sign Language II

Keansburg High School

5 Credits

Full Year

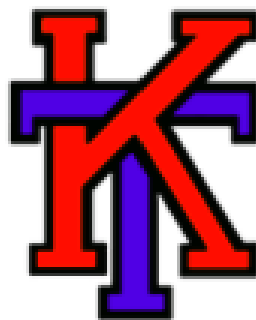


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Statement of Purpose

American Sign Language II will be taught using everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about family and friends, as well as describing physical features of people, places and things using ASL classifiers. Grammar will continue to be developed in context, with an emphasis on question and answering skills. Conversational strategies will be part of each lesson as students learn to maintain conversations in the target language by simultaneously translating and comprehending information using their receptive skills.

Summary of the Course

This is a full year course that will provide students with a more in depth understanding of American Sign Language. The study of American Sign Language is a cumulative experience. The first-year course stressed sign vocabulary, fingerspelling and numbers as well as expressive and receptive signing activities introducing Deaf culture topics. In this curriculum, students will add to their vocabulary and increase proficiency in expressive and receptive conversational skills using more complex grammatical structures. Students will learn about and understand Deaf heritage, Deaf culture, and the Deaf community. Students will be encouraged to interact with Deaf people in social contexts outside of the classroom by way of field trips and/or community outreach.

Because language is best learned using an immersion model, this course will practice minimal voice instruction as much as possible.. Studies have shown this practice hones in on using ASL similarly to native signers. Students will be evaluated through various techniques including class participation, classwork, homework, vocabulary assessments, unit tests, and expressive/receptive video assignments.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding students develop from the material presented.

Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.

Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.

Instruction should be differentiated to allow students the best opportunity to learn.

Assessments should be varied and assess topics of instruction delivered in class.

Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans)

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Pacing Guide

Unit	Timeframe	Title of Unit
	# of Blocks/Weeks	
5	8 weeks	Review Units 1-4/Signing Naturally Unit 5: Telling about Activities
6	7 weeks	Signing Naturally Unit 6: Storytelling/Childhood Storytelling
7	7 weeks	Signing Naturally Unit 7: Describing People and Things
8	7 weeks	Signing Naturally Unit 8: Making Requests and Asking for Advice
Deaf Culture	7 weeks	Deaf History, Art, Presentations, Community Outreach, Final Assessments

Unit 5: Talking about Activities

Summary of the Unit: The ASL 2 student continues to develop by use of the target language discussing real world situations. Time is introduced; the use of numbers, specific time signs, and where they are signed in a sentence is practiced. Students will use their personal activities to express the language in a meaningful context. Expressing when and where activities take place will be the focus of discussion.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential Questions: How does the student discuss daily activities? How does the student discuss time related topics?

[Formative Assessments](#)

[Alternative Assessments](#)

[Summative Assessments](#)

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project based assessments
- Video Recordings
- Anticipatory Set (“Do Now” worksheets/questions)
- Class participation /activities (formative assessments – thumbs up/down responses)
- Classwork (workbook activities)
- Homework
- Journals (note difficulties, where help is need, and successes)

Instructional Materials:

- Signing Naturally Units 5-8 (workbook and video clips)
- Google slides (SN instructional material)
- [DPAN.TV](#)
- [ASLdeafined](#)
- Sign Production; practice vocabulary, focusing on the 5 parameters
- New vocabulary lists (handouts)
- Video clips involving sign vocabulary (YouTube/various instructional videos)

Keansburg School District - Curriculum Guide

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Review Units 1-4 (Various Activities) Daily Activities Verb modification and agreement Stories using verb agreement Focus on letters “G” and “H” Household Chores Head nods/headshakes Chores: Ask/Tell Frequency of Activities Sequencing Using Time Signs; What Will You Do For a Living? Activities Narrative/Develop Question	2 weeks 2 weeks 2 weeks	- Re-tell a signed story - Understand stories presented in class - Narrate a story - Prepare a signed children’s story to present to preschool aged students - Demonstrate mastering use of signing space, classifiers, and transitions when telling a story involving several characters - Recognize the difference between a sign and gesture - Put word order for object & actions to use effectively - Demonstrate characters entering and exiting a story - Present their stories - Create, prepare and rehearse an important event, experience, or song working collaboratively with a partner using ASL grammar, vocabulary, classifiers, and emotion with clarity and accuracy (present to class)	New sign vocabulary is introduced via a Fingerspelling game/receptive practice. (student-led) - Examples of how time signs are given during instructions using slides, images, and demonstration. - Students practice new signs focusing on sign production - FS challenge/quiz given with words using the letters G and H - Task lists are generated on the white board by students for activity and discussion - Use job description cards. Play “charades” acting out the job on the card using gestures only (NO ASL signs) - Students will choose a job that matches their choice/present to class in pairs, skit, or videoelling	7.1.IL.IPRET.1 7.1.IL.IPERS.1 7.1.IL.IPRET.5 7.1.IL.IPERS.3 7.1.IL.IPRET.6 7.1.IL.PRSNT.6 7.1.IL.IPRET.4

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before the lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplified language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asledefined.com, dcmp.org
Laptops / iPads, links to websites

Technology Standards:

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Interdisciplinary Connections, Career Ready Practices & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- ★ 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- ★ 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- ★ 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- ★ 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- ★ ELA- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 6: Storytelling

Summary of the Unit: The ASL 2 student will focus on retelling a Deaf story or joke which is a favorite pastime in the Deaf community. Students will also choose a project of their choice to present to their peers in one of those areas. Students will work in groups in collaboration with the district's preschool program and prepare an ASL lesson to teach the children which will include signing children's story of their choice. Presentations will enable students to demonstrate the content taught in previous lessons, establishing a foundation for American Sign Language and basic conversation. Students will use their receptive and expressive skills and view a series of childhood stories signed by native signers, challenging their language development and cognitive skills. Students will also be encouraged to recall a story of their own to share with their peers in the target language.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential Questions: How does the student tell a story, sign a song, a poem or express themselves in ASL? How do the students prepare to share ASL with preschool students?

[Formative Assessments](#)

[Alternative Assessments](#)

[Summative Assessments](#)

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project based assessments
- Video Recordings
- Anticipatory Set ("Do Now" worksheets/questions)
- Student led fingerspelling warm-up activities
- Class participation /activities (formative assessments – thumbs up/down responses)
- Classwork (workbook activities)
- Homework
- Exit Tickets
- Storytelling to Keansburg preschool students
- Reflection of preschool project

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Instructional Material:

- Signing Naturally Units 5-8 (workbook and video clips)
- Google slides (SN instructional material)
- [ASLdefined](#)
- Sign Production; practice vocabulary, focusing on the 5 parameters
- New vocabulary lists (handouts)
- Video clips involving sign vocabulary (YouTube/various instructional videos)
- Vlogs from deaf HS students
- Children's storybooks (interpreted by students).
- [Samples of Deaf Poetry](#)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc. S
Storytelling (Receptive/Expressive) Role Shift Establishing and Using Sign Space Applying Transitions	3 weeks 2 weeks 1 week	○ Re-tell a signed story ○ Understand stories presented in class ○ Narrate a story ○ Prepare a signed children’s story to present to preschool aged students ○ Demonstrate mastering use of signing space, classifiers, and transitions when telling a story involving several characters ○ Recognize the difference between a sign and gesture ○ Put word order for object & actions to use effectively ○ Create, prepare and rehearse an important	Research ASL storytelling and where it originated. Complete worksheet. ▪ Warm up exercises to include role shifting, signing space, gestures ▪ Teacher will demonstrate several stories throughout unit for receptive practice ▪ Students video themselves then work with a classmate to peer critique ▪ Students will use class time to practice stories with teacher guiding them	7.1.IL.IPRET.1 7.1.IL.IPRET.4 7.1.IL.IPERS.5 7.1.IL.IPRET.6

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	1 week	event, experience, or song working collaboratively with a partner using ASL grammar, vocabulary, classifiers, and emotion with clarity and accuracy (present to class)	natural ASL users incorporate all linguistic features of the language Groups will be established to work together to brainstorm possible presentation ideas	7.1.IL.PRSNT.4 7.1.IL.PRSNT.6 7.1.IL.IPRET.5
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

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- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplified language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with

people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asldeafined.com, dcamp.org
Laptops / iPads, links to websites

Technology Standards:

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Interdisciplinary Connections, Career Ready Practices & 21st Century Connections:

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- ★ 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
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- ★ ELA- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 7: Describing People and Things

Summary of the Unit: In this unit, students will use new and previously learned vocabulary to identify, describe and provide information about people and objects that are not present. Students will create their own dialogue incorporating descriptions, identifying classifiers, and personal information of familiar topics. Vocabulary continues to be a focus as well as the usage of verb agreement.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Formative Assessments](#)

[Alternative Assessments](#)

[Summative Assessments](#)

Essential Questions: Essential Question: How does the student describe people present in the room and not in the room? How does a student find an object that is lost? What classifiers are used to describe patterns and details on objects, clothing, etc.?

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project based assessments
- Video Recordings
- Anticipatory Set (“Do Now” worksheets/questions)
- Student led fingerspelling warm-up activities
- Class participation /activities (formative assessments – thumbs up/down responses)
- Classwork (workbook activities)
- Homework
- Instruction in the target language
- Warm-up exercises & receptive and expressive activities
- Group work, role play, skits
- Sign production, grammar, and facial instruction activities
- Exit Tickets
- Journals (note difficulties, where help is need, and successes)

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Instructional Material:

- Signing Naturally Units 5-8 (workbook and video clips)
- Google slides (SN instructional material)
- [ASLdeafined](#)
- Sign Production; practice vocabulary, focusing on the 5 parameters
- New vocabulary lists (handouts)
- Video clips involving sign vocabulary (YouTube/various instructional videos)
- Students create their own “Paper Person” and present it in ASL

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Describing People and Things	5 weeks	Review previously taught material Identify a person in the room Produce correct form and movement for fingerspelling Correctly produce and use numbers 1-100 Correctly translate English sentences with spatial verbs. Use appropriate signs to translate English sentences with ‘HAVE’ in them	Pre-Unit review of vocabulary, phrases and skills learned in SN 1-7 Identifying present people Fingerspelling of clothing and related words Produce the correct form for numbers 1-100 and years Translate English sentences with “have” in them Use spatial verbs to translate English sentences (GO-TO, DRIVE-TO, etc....) Ask and tell “how many” of an item Use descriptive classifiers to	7.1.IL.IPRET.1 7.1.IL.IPRET.4 7.1.IL.IPRET.8 7.1.IL.IPRET.8 7.1.IL.IPERS.1

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Project/Assessment	2 weeks	Create unique paper person with details	describe a lost item Comprehend and retell a story Greetings are re-introduced and developed Paper person project/presentation	7.1.IL.PRSNT.4
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- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with

people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asldeafined.com, dcmp.org
Laptops / iPads, links to websites

Technology Standards:

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Interdisciplinary Connections, Career Ready Practices & 21st Century Connections:

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- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit 8: Making Requests and Asking for Advice

Summary of the Unit: In this unit, the ASL 2 student will focus on explaining situations and requesting favors, politely declining a request or agreeing with conditions, and using ASL conjunctions, expanding on grammatical features in the target language.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Essential Questions: How does the student make requests in ASL? How does the student ask for advice in ASL?

[Formative Assessments](#)

[Alternative Assessments](#)

[Summative Assessments](#)

- Tests (summative assessment)
- Quizzes (formative assessments)
- Project-based assessments
- Video Recordings
- Anticipatory Set (“Do Now” worksheets/questions)
- Student-led fingerspelling warm-up activities
- Class participation /activities (formative assessments – thumbs up/down responses)
- Classwork (workbook activities)
- Homework
- Exit Tickets
- Journals (note difficulties, where help is need, and successes)

Instructional Materials:

- Signing Naturally Units 5-8 (workbook and video clips)
- Google slides (SN instructional material)
- Activity cards (students sign situations requesting a favor, accepting and declining, etc.)
- New vocabulary lists (handouts)
- Video clips involving sign vocabulary (YouTube/various instructional videos)

**Please include resource links in the boxes above.*

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Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Making Requests and Asking for Advice	7 weeks	Explain a situation and make a request Modify verbs to agree with the subject and object Use correct word order when translating from English to ASL Fingerspell correctly Produce correct form and movement when signing phone numbers Use different strategies to ask for a sign	Explain a situation and make a request Ask what month it is using correct form and movement for fingerspelling months Modify verb to agree with subject and object (from me to you, from you to me, from someone to another Agree to a request with a condition Use correct word order translating from English to ASL Ask for and give phone numbers Explain a problem using "THOUGHT OCCUR" Use different strategies to ask for a sign Students will relay information to other students Explain a problem using WRONG Integrate facial grammar into negations Re-tell a story and change details Practice Interrupting politely	7.1.IL.IPRET.1 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.PRSNT.5 7.1.IL.PRSNT.4 7.1.IL.PRSNT.6

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- ★ 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- ★ 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- ★ 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- ★ ELA- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ★ NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Deaf Culture Unit: ABC Stories, Deaf Folklore (*TIMBER story*), Final Presentations

Summary of the Unit: The ASL 2 student will be introduced to the retelling of a famous Deaf story which is a favorite pastime in the Deaf community. Students will also choose a project of their choice to present to their peers for their final presentation. Students will work in groups in collaboration. Presentations will enable students to demonstrate the content taught in previous lessons, showing a level of confidence and comfort using American Sign Language. Basic exploration in ASL poetry, folklore, ABC stories, political issues in the Deaf communities, Deaf universities, Deaf struggles, Deaf art, Deaf advocate perspectives, and other topics will be presented for students to research and reflect upon during chat sessions and group discussions. Emphasis is placed on the unique perspectives that students gain when they study ASL and Deaf culture.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Assessments

- Essential Questions:
 - What is Deaf folklore?
 - Why is storytelling an important part of Deaf culture?
 - How are facial expressions and classifiers used to engage the audience when storytelling in ASL?
 - How does expressing a story differ from everyday communication in ASL?
- Formative/Summative assessments
 - Daily anticipatory Sets (review/warm-up)
 - Basic ASL story building (personal stories)
 - Receptive Q & A (teacher/student)
 - ASL ONLY student activity (critical thinking)
 - Student Videos ABC story choice(expressive skill practice)
 - Student workbook activities
 - Receptive skill practice/voice interpretation

Instructional Materials:

- Vlogs from deaf high school students to show examples of student work (varying levels)
- Videos of presentations by Deaf members to research
- Various storytelling and poetry videos
- Samples of Deaf poetry [Spoken Without Words: Poetry with ASL SLAM](#)

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- Storytelling with Classifiers [The Lion King Opening in ASL with Classifiers](#)
- Timber Story (Native signer) [TIMBER!](#)

**Please include resource links in the boxes above*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	New Jersey Student Learning Standards/ NGSS, etc.
Watch, then re-tell TIMBER Introduction to Role Shift Establishing and Using Sign Space Applying Transitions	2 weeks	● Re-tell a signed story ● Understand stories presented in class ● Narrate a story ● Prepare a signed children's story to present to preschool aged students ● Demonstrate mastering use of signing space, classifiers, and transitions when telling a story involving several characters ● Recognize the difference between a sign and gesture ● Put word order for object & actions to use effectively ● Demonstrate characters entering and exiting a story ● Present their stories	▪ Research ASL storytelling and where it originated. Complete worksheet. ▪ Warm up exercises to include role shifting, signing space, gestures ▪ Teacher will demonstrate several stories throughout unit for receptive practice ▪ Use vocab dice to work on signing structure; work in pairs ▪ Students video themselves then work with a classmate to peer critique ▪ Students will use class time to practice stories with teacher guiding them	7.1.IL.IPRET.1 7.1.IL.1.IPERS.5 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRSNT.5 7.1.IL.IPRET.2
Individual presentations	3 weeks	● Create, prepare and rehearse an important event, experience, or song working collaboratively with a partner using ASL grammar, vocabulary, classifiers, and emotion with clarity and accuracy (present to class)	● View recorded descriptions of people, objects and events from DVDs or online videos to identify how natural ASL users incorporate all linguistic features of the language	7.1.IL.IPRSNT.5

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

- **Students with Disabilities & 504:** Utilize modifications & accommodations delineated in the student's IEP. Work with a partner. Maintain adequate space between desks. Introduce key vocabulary before the lesson. Use multi-sensory teaching approaches. Provide concrete examples. Use a scribe for nonwriters. Allow answers to be given orally or dictated. Pre-teaching and reteaching skills and concepts. Shorten assignments to focus on mastery of key concepts. Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- **English Language Learners:** Use graphic organizers. Speak and display terminology. Teacher modeling. Peer modeling. Provide ELL students with multiple literacy strategies. Word walls. Use peer readers. Give page numbers to help the students find answers. Provide a computer for written work. Provide visual aides. Provide additional time to complete a task. Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <https://wida.wisc.edu/teach/can-do/descriptors>
- **Bilingual:** Word Wall, allow students to point, show, and draw, dramatization, model activities, extra time, sentence frames, use of cognates, pictures, choral response, hands on activities, vocabulary games, yes/no questions, manipulatives, tpr (total physical response). Repetition, simplified language (use shorter phrases), visual word banks, limited use of idioms, metaphors and words with multiple meanings, use of cognates.
- **Gifted Students:** Use multiple intelligences to demonstrate knowledge about this unit's standard. Use the RAFT(role, audiende, format, topic) technique to elevate student understanding of important historical events, use audio/visual tools to create digital media projects based on historical events or eras, use online museum resources to view and study historical artists, create an interactive website based on concepts of study, utilize and practice forensics and debate for concepts of study.
- **RTI:** Use graphic organizers. Use visual demonstrations, illustrations, and models. Give directions/instructions verbally and in simple written format. Oral prompts can be given. Teachers may modify instructions by modeling what the student is expected to do. Review behavior expectations and make adjustments for personal space or other behaviors as needed. Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies)

Suggested Technological Innovations/ Use: Chromebooks, Google Classroom, asldeafined.com, dcmp.org
Laptops / iPads, links to websites

Technology Standards:

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Interdisciplinary Connections, Career Ready Practices & 21st Century Connections:

21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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