

**Pine Hill Public Schools Curriculum**

Content Area:		World Languages	
Course Title/ Grade Level:		American Sign Language I	
Unit 1:	WELCOME:Greetings and Expressions of Courtesy/ Manual ABC/Numbers	Marking Period:	1 (Weeks 1-7)
Unit 2:	GETTING STARTED:Classroom Objects/Routine Days of the Week /Wh-Face/Signs	Marking Period:	1 (Weeks 8-9) 2 (Weeks 1-9)
Unit 3:	GETTING TO KNOW YOU:Phone Numbers/Addresses/E-mail,Colors,Favorites,Cities &States.	Marking Period:	3 (Weeks 1-9)
Unit 4:	FAMILY AND FRIENDS:Relationships,Gender, Pets,Friendships and Life Events.	Marking Period:	4 (Weeks 1-9)
BOE Approval Date:		August 28, 2012	

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title:</b> Greetings and Expressions of Courtesy/ Classroom Objects and Commands/Numbers	<b>Unit #:</b> 1
<b>Course:</b> ASL 1	<b>Length of Time:</b> 7 Weeks
<b>Pacing</b>	Marking Period 1: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one ask and give personal information, introduce oneself and ask how people are doing?</li> <li>• How does one discuss classroom objects, follow classroom commands and direct others by using classroom commands?</li> <li>• How does one count, perform basic mathematical functions, relate numbers to geometric figures and comprehend costs in a store setting?</li> </ul>
<b>Content</b>	<u>Language</u> <ul style="list-style-type: none"> <li>• Basic greetings, farewells and courtesy expressions</li> <li>• Classroom objects and basic commands</li> <li>• Numbers 0-100</li> </ul> <u>Nation/Culture</u> <ul style="list-style-type: none"> <li>• Proverbs/Poetry of Deaf Culture</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Elicit the introduction of oneself</li> <li>• State how one feels and the languages one speaks</li> <li>• Identify and label classroom objects</li> <li>• Give and respond to basic classroom commands</li> <li>• Identify numbers 0-100 and apply them to give prices of items and solve basic math problems</li> <li>• Use proper greetings and farewell in ASL.</li> <li>• Use basic ASL sentence structure</li> <li>• Demonstrate appropriate facial expressions and non-manual signals.</li> <li>• To ask and answer questions using ASL.</li> </ul>
<b>Assessments</b>	<u>Formative</u> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Class Work Assignments</li> <li>• Homework Assignments</li> </ul> <u>Summative</u> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Alternative Assessments</li> <li>• Benchmark Exam</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>• Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>• Alternative assignments/assessments (rubrics/checklists)</li> </ul>

	<ul style="list-style-type: none"> <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>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul> <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p><b>Inter-Disciplinary Connections</b></p>	<p><u>Social Studies</u> :</p> <p>    Pioneers of Deaf Education.</p> <p><u>LAL</u></p> <ul style="list-style-type: none"> <li>• Sentence formation, Agreement of subjects and verbs.</li> <li>• Students will create a ASL dialogue applying greetings, responses to how one feels and farewells.</li> <li>• Journal Writing on Deafness</li> <li>• Research on Famous Deaf Americans.</li> </ul> <p><u>Math</u></p> <ul style="list-style-type: none"> <li>• ASL application of numbers 0-100 in basic math problems</li> </ul> <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> <li>• ASL application of greetings and courtesy expressions in written and oral discourse highlighting teen and adult social interactions characteristic to family and life skills</li> </ul>
<p><b>Lesson Resources / Activities</b></p>	<ul style="list-style-type: none"> <li>• Zinza,Jason E.MASTER ASL LEVEL 1</li> <li>• <u>Exploring ASL Ancillaries:</u> Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.</li> </ul> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
<p><b>2009 NJCCCS</b></p>	
<p><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.</p>	
<p><b>Strand A Interpretive Mode:</b> The mode of communication in which students demonstrate understanding of</p>	

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-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: Make lists. State needs and preferences. Describe people, places, and things.

**CPI:**

7.1.NM.A.1  
Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2  
Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3  
Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4  
Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5  
Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1  
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2  
Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3

							<p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
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**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> 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		

**Pine Hill Public Schools  
World Languages' Curriculum**

<b>Unit Title:</b> GETTING STARTED		<b>Unit #:</b> 2
<b>Course:</b> ASL 1		<b>Length of Time:</b> 7 Weeks
<b>Pacing</b>	Marking Period 1 & 2: Weeks 1-11	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one describe what individuals are doing in the classroom?</li> <li>• How does one sign about classroom routines?(Days of the Week, Schedules and Activities of a School Day.?</li> <li>• How does one respond affirmatively and negatively using ASL?</li> <li>• How does one use iconic signs?</li> <li>• How does one describe common duties, work roles and responsibilities of the classroom and school building.?</li> <li>• How does one ask questions using the WH/Question Marker?</li> </ul>	
<b>Content</b>	<p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Rooms of a school and types of materials.</li> <li>• Nouns referring to objects in the classroom.</li> <li>• Vocabulary focusing on Advice, Directionality,Activities and Conversations.</li> </ul> <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> <li>• Proper Head Tilts, Eyebrows Movements and Eye Contacts./Meaning of ABC Storytelling.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify and label the objects of a classroom and its surroundings</li> <li>• Name various types of school materials.</li> <li>• Apply nouns that refer to people giving commands.</li> <li>• Identify various WH Questioning methods .</li> <li>• Demonstrate the usage of No and Not via ASL.</li> <li>• Understand cultural view of deafness</li> <li>• Demonstrate familiarity with ASL grammar and structure</li> <li>• Demonstrate signing basic conversations on a variety of topics</li> </ul>	
<b>Assessments</b>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Class Work Assignments</li> <li>• Homework Assignments</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> </ul>	

	*Other appropriate assessments at individual teacher's discretion.*
<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>• 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>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul> <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<b>Inter- Disciplinary Connections</b>	<p><u>Social Studies</u> <u>Deaf Evolution since 1990</u></p> <p><u>LAL</u></p> <ul style="list-style-type: none"> <li>• Sentence formation, Agreement of subjects and verbs,</li> <li>• Students create a ASL essay showing their daily routine in the classroom/school using new vocabulary and numbers .</li> <li>• Journal Writing: State the changes within the Deaf Community from deaf and dumb to Deaf or Hearing Impaired.</li> <li>• Explain how Deaf Culture is similar and different from other cultures.</li> </ul> <p><u>Life and Careers/ Art</u></p> <ul style="list-style-type: none"> <li>• Classroom routine is highlighted via the drawing of the floor plan of one’s class and signing all interior objects and aspects outdoors as well</li> <li>• Career education is highlighted via a ASL project dedicated to naming professions and/or trades of oneself and family members including places of employment thus furthering personal and/or career goals</li> </ul>
<b>Lesson Resources / Activities</b>	<ul style="list-style-type: none"> <li>• Zinza,Jason E, MASTER ASL LEVEL 1 2006.</li> <li>• <u>Exploring ASL Ancillaries:</u> Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.</li> </ul>

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7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

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Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

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

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> 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		

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title:GETTING TO KNOW YOU:</b>	<b>Unit #: 3</b>
<b>Course:</b> ASL 1	<b>Length of Time:</b> 9 Weeks
<b>Pacing</b>	Marking Period 3: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one sign numbers using addresses,phone numbers, zip codes ?</li> <li>• How does one discuss their favorite interests?</li> <li>• How does one sign months,seasons,holidays and birthdays?</li> <li>• How does one sign about the weather?</li> <li>• How does one tell time, understand the 24-hour clock, discuss colors and describe objects in terms of colors?</li> </ul>
<b>Content</b>	<p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Vocabulary focusing on the Holiday celebrations during the year.</li> <li>• Telling time</li> <li>• Weather</li> <li>• Basic colors</li> </ul> <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> <li>• Proverbs/Trend signs.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate signing numbers of various situations.</li> <li>• Sign different addresses, email addresses, phone numbers and zip codes.</li> <li>• Identify pictures of the seasons.</li> <li>• Identify the different holidays.and different occasions using ASL.</li> <li>• Ask and tell time</li> <li>• Identify and label basic colors and apply them to describe various objects in one’s life</li> <li>• To sign about favorites and incorporate into conversations.</li> <li>• To understand topic-comment structure</li> <li>• To state how ASL name signs are made</li> </ul>
<b>Assessments</b>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Class Work Assignments</li> <li>• Homework Assignments</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>• Culture Project (Celebrations/Music/Dances of the Target Culture)</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>• Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>• Alternative assignments/assessments (rubrics/checklists)</li> <li>• Preferential seating</li> </ul>

	<ul style="list-style-type: none"> <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>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul> <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p><b>Inter-Disciplinary Connections</b></p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>• Abbreviations of States/Capitals of States</li> </ul> <p><u>LAL</u></p> <ul style="list-style-type: none"> <li>• Sentence formation, Agreement of subjects and verbs.</li> <li>• Journal Writing: What is the difference between disabled and handicapped?</li> <li>• Fingerspelling of states and capitals.</li> <li>• Research a state and describe the state using ASL.</li> </ul> <p><u>Math</u></p> <ul style="list-style-type: none"> <li>• ASL of numbers in telling time.</li> <li>• Basic addition and subtraction using Number Signs.</li> </ul> <p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Personal enrichment and etiquette enhanced via the drawing of ILY and discussion of proper usage of the hand sign.</li> <li>• Students will color an artist's palette identifying the basic colors including the display and identification of one's favorite color</li> <li>• Compare Ann Silver(Deaf Artist) work CENTURY OF A DIFFERENCE with other artists.</li> </ul> <p><u>Health</u></p> <ul style="list-style-type: none"> <li>• Students will address highlighting care of the ear from ear infections and hearing losses.</li> </ul> <p><u>Life and Careers</u></p> <ul style="list-style-type: none"> <li>• Cultural enhancement via the discussion of Cochlear Implants vs hearing aids.</li> </ul>
<p><b>Lesson Resources / Activities</b></p>	<ul style="list-style-type: none"> <li>• Zinza,Jason E, MASTER ASL LEVEL 1.</li> <li>• <u>Exploring ASL Ancillaries:</u> Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards,DVD.</li> </ul> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>

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

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

<b>Pine Hill Public Schools World Languages' Curriculum</b>	
<b>Unit Title: FAMILY AND FRIENDS</b>	<b>Unit #: 4</b>
<b>Course: ASL 1</b>	<b>Length of Time: 9 Weeks</b>
<b>Pacing</b>	Marking Period 4: Weeks 1-9
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one describe their family/families?</li> <li>• How does one demonstrate gender distinction in ASL?</li> <li>• How does one discuss the importance of SHOULDER SHIFTING in ASL?</li> <li>• How does one use the AGE SPOT appropriately?</li> <li>• How does one make a visual list demonstrating listing and ordering using ASL?</li> <li>• How does one identify the family and friendship patterns within the Deaf Community?</li> </ul>
<b>Content</b>	<p><u>Language</u></p> <ul style="list-style-type: none"> <li>• Family Members</li> <li>• Relatives</li> <li>• Relationships</li> <li>• Life Events</li> <li>• Vocabulary focusing on the significance of Deaf Experience and the ARTS</li> <li>• Conjugating Verbs: To Go/Singular and Plural</li> <li>• Pronouns/Pronouns and Numbers</li> <li>• Physical and Personal Qualities</li> </ul> <p><u>Nation/Culture</u></p> <ul style="list-style-type: none"> <li>• Ann Silver's CLIFF NOTETAKERS: Deaf Culture</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identify family members, friends and relationships.</li> <li>• Ask about one's age using ASL</li> <li>• Identify and use ASL pronouns appropriately.</li> <li>• Identify and create sentences about Deaf Art.</li> <li>• Create Dialogues using gender distinction in ASL.</li> <li>• Create Dialogues using Family(size,members,and genders)</li> </ul>
<b>Assessments</b>	<p><u>Formative</u></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Class Work Assignments</li> <li>• Homework Assignments</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> </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>• Multi-sensory approach (visual/auditory/tactile/kinesthetic)</li> <li>• Alternative assignments/assessments (rubrics/checklists)</li> </ul>

	<ul style="list-style-type: none"> <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>• Assignment book</li> <li>• Repeated review/drill</li> <li>• Verbal and written directions</li> <li>• Memory-aids</li> <li>• Parent Contacts</li> </ul> <p>*Other appropriate interventions/differentiation at individual teacher's discretion.*</p>
<p><b>Inter-Disciplinary Connections</b></p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>• Changes of Sign Language over time.( historical perspective) will be discussed</li> </ul> <p><u>LAL</u></p> <ul style="list-style-type: none"> <li>• Sentence formation, Agreement of subjects and verbs(pronouns)</li> <li>• A comparison between Deaf teenagers with Deaf parents/Hearing parents and hearing teenagers with Deaf and Hearing parents. Discussion/Debate</li> <li>• A letter written to a hearing couple of a deaf child.(pros and cons of learning and not learning ASL/types of Deaf Education programs.</li> </ul> <p><u>ART</u></p> <ul style="list-style-type: none"> <li>• Students will create an ASL project highlighting famous deaf theatre groups, deaf actors and deaf artists.</li> </ul>
<p><b>Lesson Resources / Activities</b></p>	<p>Zinza,Jason E. MASTER ASL LEVEL 1 2006</p> <ul style="list-style-type: none"> <li>• <u>Exploring ASL Ancillaries:</u> Workbook, Audio CDs, Overhead Transparencies, Symbol Cards, World Language Flash Cards, DVD.</li> </ul> <p>*Other appropriate resources/activities at individual teacher's discretion.*</p>
<p><b>2009 NJCCCS</b></p>	
<p><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.</p>	
<p><b>Strand A Interpretive Mode:</b> 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</p>	

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-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:  
Respond to learned questions. Ask memorized questions. State needs and preferences. Describe people, places, and things.

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:  
Make lists. State needs and preferences. Describe people, places, and things.

**CPI:**

7.1.NM.A.1

Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2

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

7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NM.B.1

Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar topics or



on topics studied in other content areas.

7.1.NM.C.1  
Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2  
Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3  
Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4  
Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5  
Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> 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		