

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

Overview

The level II ASL Course is available to all students in grades 10-12. The course meets five times a week. The curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the latest national and the New Jersey State World Languages Standards.

The broad objective of this course is to provide students with a continuation of topics introduced in the level I American Sign Language Course. In ASL II, students will continue to study basic hand shapes, body movements and facial expressions to convey thoughts to other ASL literate individuals. This course advances students' development of ASL by incorporating intermediate to advanced vocabulary, structures and patterns needed for appropriate concept communication through sign language. Furthermore, ASL II will use the target language in the three modes of communication (interpretive, interpersonal, and presentational) to develop storytelling skills and allow students to incorporate classifiers in their established skills. Along with the linguistic study of American Sign Language, the cultural awareness of the Deaf community will also be addressed on a daily basis.

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
Unit 1: Disc ussing Oth ers	ASL I Review	(Sept) <1 week			Students will be able to... - identify and produce target vocabulary in isolation and in context		
	Family Vocabulary Relationship Vocabulary Contrastive Structure Negation	(Sept) 2 weeks	Why is effective use of space important when discussing others?	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5	Students will be able to... - ask and talk about family members in target language - describe family and friends - understand questions or statements about family - compare and contrast families - discuss information about someone else's family	Interpersonal Quiz: Discuss similarities and differences about family members.	
	Telephone Use D/deaf Telling Age (Numerical Inc.) Rank in Family Ordinal/Rockin g numbers #1-100 Moving letter "j"	(Sept) 1 week	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.IPRET.1 7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5	Students will be able to... - identify common telephone use practices in the Deaf community - describe family and friends - understand questions or statements about age - compare and contrast families/rank in family - discuss information about someone else's family		
	Ear: Anatomy Possessive Adjectives Personal Pronouns Plural Pronouns Sightlines	(Oct) 1-2 weeks	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.IPRET.1 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5	Students will be able to... - identify and label fourteen major parts of the ear - ask and talk about family members in target language - discuss information about someone else's family - identify qualities of visually friendly settings	Anatomy Quiz: Identify and label the parts of the ear. Mid-MP self-assessment journal and participation reflection.	9.4.12.H.04

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

Mid-MP Journal						
Integrated Performance Assessment (Presentational) Prep & Present	(Oct) 2 weeks	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5	Students will be able to... - present information about someone else's family - describe family members - compare and contrast family members - accurately make statements about age - present information related to one's rank in family	IPA Presentational TEST: Present his/her family tree, including multiple family members, ages, marital statuses, and relationships to another in the target language.	
Integrated Performance Assessment (Interpretive) Prep & Present	(Oct) <1 week	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.7	Students will be able to... - recognize the difference between a question and a statement - understand questions or statements about family	IPA Interpretive TEST: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).	
Integrated Performance Assessment (Interpersonal) Prep & Present	(Oct-Nov) 1 week	Why is effective use of space important when discussing others? How are numbers used/signed differently to discuss cardinal numbers, ages, or family ranking?	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5	Students will be able to... - ask and talk about family members in the target language - describe family members - recognize the difference between a question and a statement - understand questions or statements about family - discuss information about someone else's family - discuss information about oneself and family - compare and contrast family members/rank in family	IPA Interpersonal TEST: Discuss information about various family members, using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking.	
MP-End Journal	(Nov) 1 day	Why is important to be a reflective learner?			MP-End self-assessment journal and participation reflection.	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
Unit 2: Disc ussing Daily Rou tine s and Eve nts	Expressing Gratitude: Thank a teacher with a Fond Memory	(Nov) 1 week	Why is spatial organization so important when presenting information?				
	Tense Indicators Translating "DO" Numerical Incorporation – time Activities Calendar Questions Preference	(Nov) 1 week	How can you develop transitions to present a sequence of events? Why are transitions important in presenting a sequence of events? Why is spatial organization so important when presenting information?	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	Students will be able to... - appropriately use and place WH signs in questions - indicate and identify tense through use of time signs and tense indicators - use and identify numerical incorporation in time concepts - ask and answer questions related to schedules and activities	Interpersonal Quiz: Discuss a variety of activities and compare/contrast schedule with others.	
	Agreement Verbs Chores / Responsibilities Mid-MP Journal NOT-YET vs FINSH Sequencing Transitions	(Dec) 1 week	How can you develop transitions to present a sequence of events? Why are transitions important in presenting a sequence of events? Why is spatial organization so important when presenting information?	7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5	Students will be able to... - ask and answer questions related to chores and responsibilities - ask and answer questions related to status of completion - respond appropriately to another signer using NMM and accurate sign choice - discuss opinions about chores and responsibilities	Interpersonal Quiz: Discuss household chores and opinions about different responsibilities, offering appropriate reactions.	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

<p>Frequency Signs</p> <p>Activities</p> <p>Designating locations for non-present people</p> <p>Accepting/Declining an Invite</p>	(Dec) 1-2 weeks	<p>How can you develop transitions to present a sequence of events?</p> <p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - indicate and identify tense through use of time signs and tense indicators - ask and answer questions related to schedules and activities - respond appropriately to another signer using NMM and accurate sign choice - accurately indicate frequency of routines and/or activities - accept or decline invitations using basic phrases - clearly organize and appropriately present a sequence of events 	<p>Presentation Quiz: Present scripted dialogues related to frequency of activities and schedules.</p>	
<p>Holiday Song Instruction</p>	(Dec) <1 week	<p>Why is spatial organization so important when presenting information?</p>		<p>Students will be able to...</p> <ul style="list-style-type: none"> - use key concepts learned in Units 1 & 2 to incorporate to a holiday/winter-themed song/poem of choice. 	<p>Song Presentation: Interpretation / Presentation</p>	
<p>Food Vocabulary</p> <p>Numerical Incorporation (cost)</p> <p>Numbers – measurements</p> <p>Sequencing</p>	(Jan) 2-3 weeks	<p>How can you develop transitions to present a sequence of events?</p> <p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - use and identify numerical incorporation in time and money concepts - ask and answer questions related to status of completion - clearly organize and appropriately present a sequence of events 		
<p>Ear: Physiology</p>	(Jan) <1 week		<p>9.4.12.H.04</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify the functions of the main fourteen parts of the ear 	<p>Physiology Quiz: Identify and label the parts of the ear. Identify the function of each part.</p>	<p>9.4.12.H.04</p>
<p>Integrated Performance Assessment (Presentation) Prep & Present</p>	<1 week	<p>How can you develop transitions to present a sequence of events?</p>	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - indicate tense through use of time signs and tense indicators - use numerical incorporation in time and money concepts 	<p>IPA Presentational TEST: Provide ingredients, measurements and directions for a recipe using the appropriate</p>	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

		<p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>		<ul style="list-style-type: none"> - clearly organize and appropriately present a sequence of events 	<p>vocabulary and grammatical structure in the target language.</p>	
<p>Integrated Performance Assessment (Interpersonal) Prep & Present</p> <p>(Part of MIDTERM)</p>	<p>(Jan) 1 day</p>	<p>How can you develop transitions to present a sequence of events?</p> <p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - appropriately use and place WH signs in questions - indicate tense through use of time signs and tense indicators - ask and answer questions related to chores and responsibilities - ask and answer questions related to status of completion - discuss opinions about chores and responsibilities - accurately indicate frequency of routines and/or activities - clearly organize and appropriately present a sequence of events - respond appropriately to another signer using NMM and accurate sign choice 	<p>IPA Interpersonal TEST:</p> <p>Discuss information about various chores one is responsible for, using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking skills.</p>	
<p>Integrated Performance Assessment (Interpretive)</p> <p>(Part of MIDTERM)</p>	<p>(Jan) 1 day</p>	<p>How can you develop transitions to present a sequence of events?</p> <p>Why are transitions important in presenting a sequence of events?</p> <p>Why is spatial organization so important when presenting information?</p>	<p>7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - identify tense through use of time signs and tense indicators - identify numerical incorporation in time and money concepts - understand and translate target vocabulary in isolation and in context 	<p>IPA Interpretive TEST:</p> <p>Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).</p>	
<p>MP-End Journal</p>	<p>1 day</p>	<p>Why is important to be a reflective learner?</p>				

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

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Unit 3: Inc orp orat ing Cla ssifi ers and Dev elop ing Stor ytell ing	Timber One-person role shift Two-person role-shift Instrument Classifiers (ICL) Story Cohesion	(Feb) 1.5 weeks	Which elements are needed to tell a cohesive story? How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story - incorporate elements to create a cohesive story	Presentation Quiz: Retelling of "Timber"	
	Gum Story Entrances and Exits Semantic Classifiers (SCL) Instrument Classifiers (ICL) Reference Points Character Development Story Cohesion	(Feb) 1.5 weeks	Which elements are needed to tell a cohesive story? How can classifiers create a more visual demonstration of a signed message? How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5	Students will be able to... - appropriately use one-person role shifts - appropriately use two-person role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story - incorporate elements to create a cohesive story - clearly organize and appropriately present a sequence of events	Presentation Quiz: Retelling of "The Gum Story"	
	Semantic Classifiers (SCL)	(Feb-Mar ch) 2 weeks	How can classifiers create a more visual demonstration of a signed message?	7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3	Students will be able to... - accurately use classifiers to indicate size, shape, quantity or movement of objects - identify classifiers in signed messages	Interpretive Quiz: Identify classifiers	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

	<p>Body Part Classifiers (BPCL)</p> <p>Instrument Classifiers (ICL)</p> <p>Descriptive Classifiers (DCL)</p> <p>Plural Classifiers (PCL)</p> <p>Locative Classifiers (LCL)</p> <p>Body Classifiers (BCL)</p> <p>Mid-MP Journal</p>		<p>How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?</p>			<p>based on a variety of prompts provided.</p> <p>Mid-MP self-assessment journal and participation reflection.</p>	
	<p>Describing Events using Classifiers</p> <p>Describing Objects using Classifiers</p>	<p>(March) 1 week</p>	<p>How can classifiers create a more visual demonstration of a signed message?</p> <p>How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?</p>	<p>7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - ask and respond to questions about personal items - incorporate elements to create a cohesive story - accurately use classifiers to indicate size, shape, quantity or movement of objects - identify classifiers in signed messages 		
	<p>Integrated Performance Assessment (Interpersonal) Prep & Present</p>	<p>(March) <1 week</p>	<p>Which elements are needed to tell a cohesive story?</p> <p>How can classifiers create a more visual demonstration of a signed message?</p>	<p>7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - ask and respond to questions about the events of one's day - incorporate elements to create a cohesive story 	<p>IPA Interpersonal TEST: Discuss the events of a rough morning, using appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.</p>	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

		How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?		<ul style="list-style-type: none"> - respond to another signer using NMM, accurate sign choice, and responses - accurately use classifiers to indicate size, shape, quantity or movement of objects - identify classifiers in signed messages 		
Integrated Performance Assessment (Presentational) Prep & Present	(March) 1 week	<p>Which elements are needed to tell a cohesive story?</p> <p>How can classifiers create a more visual demonstration of a signed message?</p> <p>How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?</p>	7.1.NH.IPRET.4 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5	<p>Students will be able to...</p> <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - incorporate elements to create a cohesive story - clearly organize and appropriately present a sequence of events - describe a personal item using target themes 	IPA Presentational TEST: Create and tell a story about a specific item, using the appropriate vocabulary, grammatical structure and classifiers in the target language.	
Integrated Performance Assessment (Interpretive) Prep & Present	(March) <1 week	<p>Which elements are needed to tell a cohesive story?</p> <p>How can classifiers create a more visual demonstration of a signed message?</p> <p>How do classifiers incorporate not only a linguistic contribution to the target language, but also a cultural one?</p>	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3	<p>Students will be able to...</p> <ul style="list-style-type: none"> - translate target vocabulary in isolation and in context - identify elements of a story - identify classifiers in context 	IPA Interpretive TEST: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).	
MP-End Journal	(March) 1 day	Why is important to be a reflective learner?			MP-End self-assessment journal and participation reflection.	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Standard/ Proficiency/ Strand/CPIs	Learning Targets	Assessment	Interdisciplinary Connections
Unit 4: Childhood Stories: Storytelling	Childhood Stories	(April) 2 weeks	<p>Which elements are essential to tell a cohesive story?</p> <p>Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5	Students will be able to... <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - appropriately use up-and-down role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story 	Original Childhood Story: Rough presentation – starting point. Retell a childhood story: Select one of the two childhood stories studied to present and record for analysis.	
	Narrative Structure						
	“Wrong Name”						
	Narrative Structure						
	Up and Down role shift						
	Reactions						
	“If Only I Could Fly”						
	Grammatical Structure						
The Hammer: Matt Hamill	(April) 1 week					Padlet discussions	
	Childhood Stories	(May) 2 weeks	<p>Which elements are essential to tell a cohesive story?</p> <p>Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5	Students will be able to... <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - appropriately use up-and-down role shifts - retell authentic stories using appropriate grammatical features - identify elements of a story 	Interpretive Test: View two authentic stories, identify various components and answer comprehension questions.	
	Narrative Structure						
	“True Fish Story”						
	“I Wanna Be Different”						
	“Ghost Story”						
	Modified Verbs						

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

Strategies to Convey Unknown Signs							
<p style="text-align: center;">Childhood Stories</p> <p>Mid-MP Journal</p> <p style="text-align: center;">Integrated Performance Assessment (Presentational) Prep & Present</p>	<p style="text-align: center;">(May) 2 weeks</p>	<p style="text-align: center;">Which elements are essential to tell a cohesive story?</p> <p style="text-align: center;">Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	<p style="text-align: center;">Which elements are essential to tell a cohesive story?</p> <p style="text-align: center;">Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	<p style="text-align: center;">7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - appropriately use one-person role shifts - appropriately use two-person role shifts - appropriately use up-and-down role shifts - incorporate elements to create a cohesive story - clearly organize and appropriately present a sequence of events 	<p>Presentation Quiz: Present a childhood story using the appropriate narrative structure, grammatical structure, vocabulary, classifiers and non-manual components in the target language.</p> <p style="text-align: center;">Mid-MP self-assessment journal and participation reflection.</p>	
<p style="text-align: center;">Integrated Performance Assessment (Interpretive) Prep & Administer</p>	<p style="text-align: center;">(May) <1 week</p>	<p style="text-align: center;">Which elements are essential to tell a cohesive story?</p> <p style="text-align: center;">Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	<p style="text-align: center;">Which elements are essential to tell a cohesive story?</p> <p style="text-align: center;">Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	<p style="text-align: center;">7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - interpret and translate target vocabulary in isolation and in context - identify elements of a story 	<p style="text-align: center;">IPA Interpretive TEST:</p> <p>Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).</p>	
<p style="text-align: center;">Integrated Performance Assessment (Interpersonal) Prep & Present</p>	<p style="text-align: center;">(May-June) <1 week</p>	<p style="text-align: center;">Which elements are essential to tell a cohesive story?</p> <p style="text-align: center;">Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	<p style="text-align: center;">Which elements are essential to tell a cohesive story?</p> <p style="text-align: center;">Which elements are needed to tell a cohesive story with appropriate narrative structure?</p>	<p style="text-align: center;">7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> - appropriately use role shifting - ask and respond to questions in order to tell or learn about a story - respond appropriately to another signer using NMM, accurate sign choice, and responses - clearly organize and appropriately present a sequence of events 	<p style="text-align: center;">IPA Interpersonal TEST:</p> <p>Discuss your best/worst/most embarrassing memory, using appropriate narrative structures, reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.</p>	

Hillsborough Township Public Schools
World Languages Department
American Sign Language
Grades 10-12 / Level 2 CP Curriculum Map

	MP-End Journal	(June) 1 day	Why is important to be a reflective learner?			MP-End self-assessment journal and participation reflection.	
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THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 1: Discussing Others	Novice High	10-12

Topics :	<p>Contrastive Structure Negation (NOT vs. NONE) Rocking Numbers (67-98) Telling age - numerical incorporation Ordinal Numbers Using numbers to express ranking Family vocabulary Relationship vocabulary Moving letter “j” Plural pronouns Personal pronouns Possessive adjectives Sightlines: the importance of obstruction free environments The Ear: Anatomy</p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to gain understanding and express information about themselves, family members and relationships, romantic relationships and friendships. Students develop the use of signing space, possessive adjectives, possessive pronouns, and numbers to describe others and themselves, furthering the abilities in conversational signing. Grammar, non-manual components and fingerspelling skills are built upon during the course of this unit. Students will understand that using sign space purposefully and specifically is critical to describing and discussing themselves and others. At the end of this unit, all students will be able to engage in a conversation related to family structure, as well as present information on families and relationships.</i></p>	
Interpretive	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p>
Interpersonal	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i></p>
Presentational	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Basic Family Vocabulary ● Asking about Relationships ● Negation (NOT vs. NONE) ● Responding Negatively to Yes/No Questions ● Rocking Numbers 67-98 ● HAVE, LIKE, WANT, NEED ● Talking about Siblings ● Contrastive Structure ● One's Rank in the Family ● Contrastive Structure and Ranking ● Moving letter "J" ● Telling How Old ● Family and Relationship Vocabulary ● Extended Family Vocabulary ● Personal and Possessive Pronouns ● Explaining How Individuals are Related ● Referencing and possessive pronouns to indicate relationships ● Questions using NOT and NONE ● Family Variation Vocabulary ● Asking and Answering questions about Relationships ● Cardinal Numbers 1-100 ● Getting the Meaning Across ● Family Occasions ● Asking Questions and Commenting about Family Members ● Culture: Clear sightlines ● Anatomy of the Ear 	<ul style="list-style-type: none"> ● produce target vocabulary correctly ● present information about his/her family structure and family members ● organize space in terms of family relationships ● identify and respond appropriately with target vocabulary (NOT/NONE) ● organize information using ranking techniques ● compare/contrast information using non-manual features (contrastive structure) ● ask and respond to memorized/spontaneous questions related to him/herself and family ● communicate basic information about him/herself in relationship to family members ● communicate basic information about family members and family relationships ● present information about him/herself and family members using words, phrases and conceptually accurate messages ● recognize and understand basic conversational information ● recognize and analyze target information about someone else and his/her family ● identify qualities of visually friendly environments ● identify and label parts of the ear

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed

	and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT ask and talk about family members in target language	7.1.NH.IPRET.1 1.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
2	SWBAT describe family and friends	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
3	SWBAT recognize the difference between a question and a statement	7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5

		7.1.NH.IPRET.7
4	SWBAT understand questions or statements about age	7.1.NH.IPRET.1 7.1.NH.IPRET.7
5	SWBAT understand questions or statements about family	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.7
6	SWBAT compare and contrast families/rank in family	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
7	SWBAT discuss information about oneself and family	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
8	SWBAT discuss information about someone else's family	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5
9	SWBAT identify qualities of visually friendly settings	7.1.NH.IPRET.6
10	SWBAT identify fourteen parts of the ear	9.4.12.H.04

VOCABULARY (including, but not limited to): boy, girl, boyfriend, girlfriend, relationship, want, don't-want, maybe, husband, wife, mother, father, parents, family, daughter, son, children, brother, sister, siblings, twins, triplets, go out on a date, fall in love, go steady/exclusively date, propose, to be engaged, marry, get pregnant, to be pregnant, give birth/born, in the future, wedding, gay, lesbian, straight, transgender, no, not, none, #67-98, have, like, want, need, who, what, when, where, why, how, which, interesting, grab-eye (interesting/fascinating), you two, us two, those two, three, four, five, six, seven... you eight, us eight, those eight, oldest, last (as in the youngest when ranked for 3 or more), be close to, so-so (close), not close to, ordinal #s 6-8, none (in terms of numbers), old, how-old-you, old-#, #-month old, how many, relatives, grandfather, grandmother, grandson, granddaughter, grandparents, grandchildren, in-laws, aunt, uncle, niece, nephew, cousin, still alive, gone, died, widowed, to become old, correct, your, his, her, mine, theirs, your (pl), altogether, oldest, sick, newspaper, stepfather, stepmother, stepson, stepmother, stepbrother, stepsister, half brother, half sister, partner, adopt, divorce, separate, quarrel/argue, fall in love, not get along, marry again, fall out of love, go separate ways/split, take care, next to, key, what for, wedding, birthday, celebration, vacation, family gathering, graduation, Thanksgiving, Christmas, Hanukkah, cute, pretty, handsome, look-like, nice family, large family, look different, still look the same, when, where

CULTURE:

- Maintaining clear sightlines
- Review of D/deaf (pathological vs. cultural viewpoints)
- Deaf Ideology
- Language Access for Deaf Children

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment

Self-Assessment	worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the "seeker" to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students' names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.
Bingo	To practice receptive skills with rocking numbers, which can sometimes look very similar.
Video Pals	In a partnership with another school district, students can become video pals with another ASL student from another school district.

EXTENSION ACTIVITIES:

- **Video entries in Google Classroom Portfolio**
- **Padlet - discussions / questions**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**
- **Signing Naturally - Unit 4 Video activities**

INTERDISCIPLINARY CONNECTIONS:

Mathematics: Ordinal, Cardinal & Rocking Numbers

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

Science/Health: anatomy of the ear

21st Century Life & Career Standards: Demonstrate knowledge of human structure of the ear. Students will identify fourteen major parts of the ear.

FORMATIVE ASSESSMENT:

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

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational: Present his/her family tree, including multiple family members, ages, marital statuses, and relationships to one another in the target language.

Interpersonal: Discuss information about various family members, using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking skills.

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 2: Discussing Daily Routines and Events	Novice-High	10-12

Topics :	<p><i>Tense Indicators & Calendar Signs</i> <i>Questions</i> <i>Numerical Incorporation (time & cost)</i> <i>Numbers - Measurements / Fractions</i> <i>Activities (in and out of home)</i> <i>Chores / Responsibilities</i> <i>Accepting / Declining an Invite</i> <i>Preferences</i> <i>Food Vocabulary</i> <i>Frequency Signs</i> <i>Sequencing</i> <i>Agreement Verbs</i> <i>NOT-YET vs. FINISH</i> <i>Appropriate eye gaze</i> <i>Designating locations for non-present people</i> <i>Translating "DO"</i> <i>Transitions</i> <i>Expressing Gratitude - Fond Memory</i> <i>The Ear: Physiology</i></p>
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Unit Description

Students use the target language in the three modes of communication to gain understanding and express information about themselves, daily routines, schedules, activities one enjoys, and chores that he/she is responsible for in and out of the home. Students further develop the use of signing space, use of numbers to convey measurements in food and time, and transitions to indicate clear sequencing. Grammar, non-manual components and fingerspelling skills are built upon during the course of this unit. Students will understand the the use of appropriate non-manual features and pacing is essential in discussing the sequence of events. At the end of this unit, all students will be able to engage in a conversation related to chores and responsibilities, as well as present directions to complete a task using clear sequencing and transitions.

<i>Interpretive</i>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<i>Presentational</i>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Calendar Sign Times ● Everyday Activities ● Establishing Tense ● Asking WHEN questions ● Asking #DO++ questions ● Agreement Verbs / Directionality ● Making Verbs agree ● ASK-TO and TELL-TO ● Making Verbs Agree in Narratives ● Fingerspelling variations (G&H) ● Household Chores ● Finish and NOT-YET ● Asking "If Done" Questions ● Errands ● Using Finish (sequencing) ● Using MUST fs-DO ● Level of Willingness ● How Often ● Frequency ● Parts of the Day ● Plural Pronouns ● Numerical Incorporation - Plural Pronouns 1-8 ● Sequencing Information ● Using ONE as a transition ● Describing Jobs ● Food Signs ● Recipes ● Physiology of the Ear (parts) 	<ul style="list-style-type: none"> ● produce target vocabulary correctly ● present information about activities ● accurately ask questions specific to when something takes place ● indicate tense through appropriate use and placement of tense indicators ● organize information relevant to sequence of events ● use non-manual markers to make verbs agree in first person and narratives ● ask and respond to memorized/spontaneous questions related to activities, responsibilities and schedules ● communicate basic information about him/herself in regards to activities, responsibilities and schedules ● use basic phrases to accept or decline invitations ● identify different usages of the verb "do" and how it is used in ASL ● recognize food signs in context of a recipe ● use ● recognize and understand basic conversational information ● recognize and analyze target information about food, activities, chores, and schedules ● present information using appropriate sign choice and target vocabulary to indicate ingredients, quantities, and directions in a recipe ● identify the functions of the fourteen major parts of the (functioning) ear

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and

	brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT appropriately use and place WH signs in questions.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2
2	SWBAT indicate and identify tense through use of time signs and tense indicators.	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2
3	SWBAT use and identify numerical incorporation in time and money concepts.	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.PRSNT.1

		7.1.NH.PRSNT.2
4	SWBAT ask and answer questions related to schedules and activities.	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5
5	SWBAT ask and answer questions related to chores and responsibilities.	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5
6	SWBAT ask and answer questions related to the status of completion.	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5
7	SWBAT respond appropriately to another signer using NMM and accurate sign choice.	7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
8	SWBAT accurately indicate frequency of routines and/or activities	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
9	SWBAT discuss opinions about chores and responsibilities.	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.5
10	SWBAT accept or decline invitations using basic phrases	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.5
11	SWBAT clearly organize and appropriately present a sequence of events	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
12	SWBAT identify the functions of the main fourteen parts of the ear	9.4.12.H.04

VOCABULARY (including, but not limited to): appreciate, thankful, thanksgiving, when, do, today, yesterday, tomorrow, last + (specific day), future + (specific day), Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, activity, stay home, clean the house, cook, play games, watch tv, go-to (place or activity), leave-for (place and/or activity), work, school, library, study, gym, exercise, park, practice soccer, church, meeting, hospital, see doctor, bank, withdraw money, restaurant, meet a friend, food store, shopping, place, tomorrow, yesterday, give to, take from, show to, throw to, ask to, tell to, newspaper, shelves, dust the shelves, floor, vacuum the floor, sweep the floor, take care of children, wash the dishes, wash the clothes, clean up outside, throw out/take out the trash, feed the cat, pay bills, water plants, make coffee, fold clothes and put them away, take the dog for a walk, fix, check the house, enjoy, don't mind, detest/hate, I (uses of deixis), possessive signs - my, his, her, your, his/her (pl), your (pl), ours, duty, chores, finish, not-yet, don't-mind, refuse, post office, pharmacy, drug store, red box, dry cleaners, school, dentist, gas station, zoo, vet, tomorrow, in two days, in three days, drop off a box, pick up medicine, rent a movie, drop off clothes, pick up children, teeth cleaning, fill up gas, oil change, volunteer, feed animals, bring dog to the vet, help friend pack and move, haircut, go-to, leave-for, must do, finish (transition), oh I see, "wow", pity-you, everyday, once a week, twice a week, thrice a week, once a month, twice a month, thrice a month, never, last week, next week, weekend, last weekend, next weekend, morning, noon, afternoon, night, all day, beach, museum, birthday party, another person's house, celebrate, club, amusement park, us-two..... us-eight, you-two..... you-eight, those-two.... those-eight, us-all, skiing, swimming, sunbathing, music concert, sightseeing, eating, shopping, adopt, visit, play pool, dance, rollercoaster, watch basketball, haven't seen since, same old, #fun, nice, enjoy, one (transition), come, join, fine, can't, darn, exchange, food signs, measurement signs

CULTURE:

- Deaf Space
- Deaf Chef Clips / Info

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the "seeker" to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students' names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.

Thank a Staff Member	To acknowledge members of the faculty that students value, students will create videos to express their appreciation. Students may focus on a fond memory they have of that staff member.
Grocery Bag Game	A variety of ingredients (pictures) will be placed in a grocery bag. Students will create discussion about the ingredients found in the bag to determine the food dish they are intended to be used to create.

EXTENSION ACTIVITIES:

- **Video entries in Google Classroom Portfolio**
- **Padlet - discussions / questions**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**
- **Signing Naturally - Unit 5 Video activities**

INTERDISCIPLINARY CONNECTIONS:

Mathematics: Numbers, fractions, measurements

Technology: Creation of recipe video and use of various programs/internet sites/apps on computer

21st Century Life & Career Standards: Demonstrate knowledge of human structure and function of the ear. Students will identify fourteen major parts of the ear and each of the respective functions.

FORMATIVE ASSESSMENT:

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

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational: Provide ingredients, measurements and directions for a recipe using the appropriate vocabulary and grammatical structure in the target language.

Interpersonal: Discuss information about various chores one is responsible for using appropriate vocabulary, grammatical structure, appropriate sign space, non-manual markers, and turn-taking skills.

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 3: Incorporating Classifiers and Developing Storytelling	Novice High	10-12

Topics :	<p><i>Timber</i></p> <p><i>Gum Story</i></p> <p><i>One-person role shift</i></p> <p><i>Two-person role shift</i></p> <p><i>Semantic Classifiers (SCL)</i></p> <p><i>Body Part Classifiers (BPCL)</i></p> <p><i>Instrument Classifiers (ICL)</i></p> <p><i>Descriptive Classifiers (DCL)</i></p> <p><i>Locative Classifiers (LCL)</i></p> <p><i>Body Classifiers (BCL)</i></p> <p><i>Plural Classifiers (PCL)</i></p> <p><i>Describing Objects & Events (Using Classifiers)</i></p> <p><i>Transitions</i></p> <p><i>Story Cohesion</i></p> <p><i>Entrances and Exits</i></p> <p><i>Reference Points</i></p> <p><i>Character Development</i></p> <p><i>Maintaining Spatial Agreement</i></p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to develop storytelling skills and learn about classifiers, a unique grammatical feature of American Sign Language. Students incorporate the use of classifiers into established skills, while further developing the use of signing space, transitions and story cohesion. Grammar, non-manual components and fingerspelling skills are built upon during the course of this unit. Students will understand that the use of non-manual concepts, in addition to appropriate vocabulary and grammatical structure, is essential for creating and telling a cohesive story. In addition, students will increase their depth of knowledge and understanding of the target language through use of classifiers. At the end of this unit, all students will be able to engage in a conversation using classifiers and elements of cohesive storytelling.</i></p>	
<i>Interpretive</i>	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p>
<i>Interpersonal</i>	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i></p>
<i>Presentational</i>	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Timber (authentic story) ● one-person role shift ● eye-gaze indicating distance and size ● Instrument Classifiers (ICL) ● two-person role shift ● engaging the audience ● use of signing space ● transitions (NMM) ● The Gum Story (authentic story) ● Descriptive Classifiers (DCL) ● Bodypart Classifiers (BPCL) ● Semantic Classifiers (SCL) ● Locative Classifier (LCL) ● entrances and exits ● weak hand as a reference point ● weak hand functioning as a dominant hand ● NMM to show attitude or reaction ● manipulating the sign or classifier ● character development ● assuming a character ● incorporating appropriate pauses ● expressing personal stories with classifiers 	<ul style="list-style-type: none"> ● produce target vocabulary correctly ● identify areas within a story using role-shifts ● differentiate between the use of one-person and two-person role-shifts ● use signing space to keep information from a story organized ● organize information relevant to sequence of events ● use non-manual markers to develop characters (mannerisms and attitude) ● identify and understand the role of classifiers in ASL and storytelling ● identify some common examples of the different types of classifiers ● manipulate classifiers to tell parts of stories ● retell authentic stories using classifiers ● engage an audience through use of NMM and grammatical features ● develop and use natural pausing and NMM to indicate transitions ● describe objects using appropriate classifiers ● utilize classifiers appropriately in storytelling

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = IPRET, Interpersonal = IPERS, Presentational = IPRSNT)	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPERS.1:	Exchange basic information by recombining memorized words, phrases, and

	sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT appropriately use one-person role shifts.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
2	SWBAT appropriately use two-person role shifts.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
3	SWBAT ask and respond to questions about personal items.	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5
4	SWBAT retell authentic stories using appropriate grammatical features.	7.1.NH.PRSNT.4
5	SWBAT identify elements of story	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5
6	SWBAT incorporate elements to create a cohesive story.	7.1.NH.IPRET.4
7	SWBAT respond appropriately to another signer using NMM, accurate sign choice, and response	7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
8	SWBAT clearly organize and appropriately present a sequence of events	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2

		7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
9	SWBAT accurately use and identify classifiers.	7.1.NH.IPRET.5 7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3
10	SWBAT ask and respond to questions about the events of one's day.	7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5
11	SWBAT describe personal items using target themes.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5

VOCABULARY (including, but not limited to): work, tree, walk, “area”, hungry, coffee, sandwich, doctor, “I’m going to tell you a story”, yell, can’t, still (there), stuck, to be sweethearts, boy, mother, gum, enjoy, finish (bridge), classifiers, semantic classifiers, body part classifiers, instrument classifiers, descriptive classifiers, locative classifiers, plural classifiers, selected classifiers from each category

CULTURE:

- Authentic stories from Deaf Culture
- Role/value/importance of storytelling in Deaf Culture

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.

Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the “seeker” to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.
Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students’ names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.
Story Retelling	To develop storytelling skills, students will retell authentic and popular stories from Deaf Culture. Students will compare their presentations with that of the original video presented to identify areas in need of development.
Prized Possession Activity	Students will engage in activities to discuss and describe a prized possession using classifiers learned.

EXTENSION ACTIVITIES:

- **Video entries in Google Classroom Portfolio**
- **Padlet - discussions / questions**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**
- **Signing Naturally - Unit 6 Video activities**

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Elements of story development.

Public Speaking: Engaging an audience and elements of a cohesive story.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target

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

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational: Create and tell a story about a specific item, using the appropriate vocabulary, grammatical structure and classifiers in the target language.

Interpersonal: Discuss the events of a rough morning, using appropriate reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.

THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Unit 4: Childhood Stories: Storytelling	Novice High	10-12

Topics :	<p>Childhood Stories Wrong Name (Childhood Story) If Only I Could Fly (Childhood Story) A True Fish Story (Childhood Story) I Wanna Be Different (Childhood Story) A Ghost Story (Childhood Story) Up-and-Down role shift Reactions Narrative Structure Descriptive Classifiers (DCL) Semantic Classifiers (SCL) Instrument Classifiers (ICL) Grammatical Structure (word order) Modified Verbs Strategies to Convey Unknown Signs Story Development</p>
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Unit Description

<p><i>Students use the target language in the three modes of communication to further develop storytelling skills. Students will incorporate the use of classifiers and role shifting into established skills, while further developing the use of signing space, transitions and story cohesion. Narrative structure will be analyzed and developed to increase skill level in regards to storytelling. Grammatical structure and non-manual components are built upon during the course of this unit. Students will understand the integral components that provide a cohesive story that engages, and keeps an audience engaged. At the end of this unit, all students will be able to present an engaging and original childhood story as well as interact with others using appropriate cultural and target language aspects.</i></p>	
Interpretive	<p><i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i></p>
Interpersonal	<p><i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i></p>
Presentational	<p><i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i></p>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Narrative structure ● Childhood Story - "Wrong Name" ● Up and Down Role Shift ● Childhood Story - "If Only I Could Fly" ● Name Object, Describe Action ● Grammatical Structure ● Childhood Story - "A True Fish Story" ● Moving the story along ● Modifying Verbs to move the story along ● Childhood Story - "I Wanna Be Different" ● Getting the Meaning Across 	<ul style="list-style-type: none"> ● SWBAT analyze childhood stories for narrative structure ● SWBAT identify various types of role-shifts ● SWBAT infer meaning to some unfamiliar terms based on given context ● SWBAT analyze various interpretations for sign choice and grammatical structure ● SWBAT retell someone else's childhood story ● SWBAT create grammatically accurate sign messages ● SWBAT present his/her personal childhood story following narrative structure ● SWBAT accurately modify verbs ● SWBAT utilize strategies to convey meaning of an unknown word to target audience

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7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
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7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
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7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

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

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	SWBAT appropriately use one-person role shifts.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
2	SWBAT appropriately use two-person role shifts.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
3	SWBAT appropriately use up-and-down role shifts.	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
4	SWBAT retell authentic stories using appropriate grammatical features.	7.1.NH.PRSNT.4
5	SWBAT identify elements of story	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.5
6	SWBAT incorporate elements to create a cohesive story.	7.1.NH.PRSNT.4
7	SWBAT respond appropriately to another signer using NMM, accurate sign choice, and response	7.1.NH.IPRET.7 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.5
8	SWBAT clearly organize and appropriately present a sequence of events	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5
9	SWBAT ask and answer questions in order to tell or learn about a story.	7.1.NH.IPRET.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2

VOCABULARY (including, but not limited to): long-ago, now/today, tomorrow, next day, all in one week, laugh quietly, cry, broken, understand, what's the matter?, what's wrong?, excited, mirror, wrong, ready, wrong (oops-embarrassed), hear (alerted), sorry, delicious, practice, help-me, wait for a long time, hurt, bring-to, smell+good, to watch, to look at, search, see, cookie, kitchen, egg, plate, tent, fish, happy, excited, mad, to get dressed, can't, not, "wave-no", none, altogether, hurry, rooster, bedroom, chicken pox, few days later, later on, bathe, speak/talk, say, tell-to, chat, #haha, but, selected classifiers, and varied vocabulary dependent on individual childhood stories

CULTURE:

- Authentic stories from Deaf Culture
- Role/value/importance of storytelling in Deaf Culture

Suggested Activities

NAME	DESCRIPTION
Mid-MP Self-Assessment	Students will fill out a self-assessment form sometime during the middle of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
MP-End Self-Assessment	Students will fill out a self-assessment form toward the end of the marking period to reflect and assess on skills. The self-assessment worksheet is aligned with the rubrics. Students will also reflect on classroom participation practices.
Skits / Dialogues	Students will use target vocabulary to create and engage in dialogues. Throughout the unit, students will build upon skills and develop more in-depth dialogues.
Four Corners	Game to be used both as a vocabulary/skill practice and review game. Students will answer questions and based on his/her answer they will go to the corresponding corner. Once there, answers will be explained or elaborated upon in the target language.
Signing Naturally DVD	Students will watch a variety of supplemental activities on the DVD and answer questions, select the correct answer choices, or fill out questionnaires as applicable.
Hot/Cold Game	An object will be hidden in the classroom. Students will use facial expression to guide the "seeker" to finding the missing object. This game helps develop facial expression, a difficult skill for novice signers.

Vocabulary Videos	Students will watch videos of the teacher introducing upcoming vocabulary. The videos will include voicing of the parameters. Students will be required to fill in their vocabulary sheets with the information discussed in the videos. These videos will be available in Google Classroom and will also serve as a library and study source for the students.
Daily Warm-up	Popsicle sticks with students' names will be located in a small pail in a designated location in the classroom. Students will pick a random popsicle stick each day and use it to help practice fingerspelling classmates names. After a few weeks, students will begin using the sticks to ask questions or complete prompts for the daily warm-up. This will help with learning visual cues, spatial organization, facial expression, production and receptive skills.
Jenga	Jenga can be played with numbered pieces. There will be a contact sheet with current vocabulary. Each piece will correspond to a word/phrase on the contact sheet. Students can play in a small group as a review for quizzes/tests/personal practice.
Story Retelling	To develop storytelling skills, students will retell authentic and popular stories from Deaf Culture. Students will compare their presentations with that of the original video presented to identify areas in need of development.
Individual Childhood Stories - DRY RUN	Students will present original childhood stories prior to skill-building and story workshops. This will allow students to constantly think about personal stories during instruction and acquisition of new skills / vocabulary.
Present Childhood Story	At the end of the unit, students will present the original childhood story including the elements of storytelling learned. This will demonstrate acquisition of skills and application of learned concepts.

EXTENSION ACTIVITIES:

- **Video entries in Google Classroom Portfolio**
- **Padlet - discussions / questions**
- **For Hearing People Only - selected chapters**
- **Video Resources - varied**
- **Signing Naturally - Unit 6 Video activities**
- **The Hammer - movie about Matt Hamill**
- **Interpret a Song - students will select a song and use classifiers and storytelling elements to complete interpretation; create a video**

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Elements of story development.

Public Speaking: Engaging an audience and elements of a cohesive story.

FORMATIVE ASSESSMENT:

1. Students will engage in natural and spontaneous conversation incorporating target vocabulary from the unit within the signing environment.
2. Teacher will watch student interaction and participation in daily activities to see comprehension, sign production and grasp of grammatical structure.

3. Teacher will ask questions related to the material learned to assess understanding.
4. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
5. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

Integrated Performance Assessment (IPA):

Interpretive: Watch teacher-created videos and analyze fingerspelled words, vocabulary, sentences, and short narrative(s) in the target language. Students will be able to answer comprehension questions in regards to narrative(s).

Presentational: Present a childhood story using the appropriate narrative structure, grammatical structure, vocabulary, classifiers and non-manual components in the target language.

Interpersonal: Discuss your best/worst/most embarrassing memory, using appropriate narrative structures, reactions, vocabulary, classifiers, grammatical structure, non-manual markers, and turn-taking skills.