

Lebanon Borough Public School

World Language: American Sign Language

Grade 1



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*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200**

Board Approved: December 10, 2020

LEBANON BOROUGH PUBLIC SCHOOL DISTRICT

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LEBANON BOROUGH PUBLIC SCHOOL DISTRICT

Mission

The Lebanon Borough School District, a community who values traditions, nurtures and cultivates each child to be a compassionate, curious, and creative thinker entrusted and empowered to build and lead the future.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected global society centered on the creation and communication of knowledge and ideas across geographical, cultural and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

**New Jersey State Department of Education
Core Curriculum Content Standards**

World Language: American Sign Language

Scope and Sequence

Trimester I September through December	
<p>Topic: Greetings (3 Days)</p> <ul style="list-style-type: none"> a. "Mary Wore her Red Dress" b. "Say your Name" c. Learn songs and signs that go with them d. Use to learn about each other <p>7.1.NM.B.3 Use appropriate greetings and leave taking from the target culture in a variety of scenarios</p>	<p>Topic: Verb Commands (3 days)</p> <ul style="list-style-type: none"> a. "Stand up/Sit down" song b. Movement activity c. Simon Says and Willowbees games <p>7.1.NM.A.2 Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.</p>
<p>Topic: Halloween (2 Days)</p> <ul style="list-style-type: none"> a. The singing classroom- Batty Bats b. Poster c. Coloring page d. "Sneaky Witch" rhythm activity <p>7.1.NM.C.2 7.1.NM.C.5 Dramatize an authentic song or recite a poem associated with a target culture celebration.</p>	<p>Topic: Manners (2 days)</p> <ul style="list-style-type: none"> a. Students will discuss what manners are and learn sign for them. b. Read Do Unto Otters, while signing along with the manners used in the book. <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.</p>
<p>Materials Used in this Unit</p> <p style="margin-left: 40px;">Singing classroom website Videos, songs and books Coloring page/Crayons Poster</p>	
<p style="text-align: center;">21st Century Skills (The ones that apply to this unit are in bold)</p> <p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	

21st Century Themes (The ones that apply to this unit are in bold)

21st Century Themes (the ones that apply are in bold):

1. **Global Awareness**
2. **Financial, Economic, Business & Entrepreneurial Literacy**
3. **Civic Literacy**
4. **Health Literacy**
5. **Environmental Literacy**

Technology Standards (8.1 and 8.2)

Advocate and practice safe, legal, and responsible use of information and technology

8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

Career Education Standards (9.2)

9.2.4.A.2 Identify various life roles and civic and work related activities in the school, home, and community.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

Interpretive: Students will experience sign language as a reflection of spoken communication, they will signs being shows to them and process how they relate to the English word it represents based on class discussion and movement.

Interpersonal: Students use signs to communicate with each other. They will understand when greeting one another and manners used throughout the class.

Presentational: Students will be able to perform Halloween Bat song- signs and singing.

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in I&RS folder. If accommodations are not working, schedule a meeting with I&RS committee manager to discuss and refine/update strategies.

ELL: Meet with ELL Teacher to discuss specific accommodations based on student progress and placement on WIDA testing.

***Please review appendix for extensive list of strategies for each subgroup.**

Assessments

Formative Assessments: Daily “exit ticket” and class discussions about topics.

Summative Assessments: Every day teacher observations and questions. Following instructions on review games for verbs and actions. Will the students perform the correct action

District Benchmark

Alternative Assessments: Students will perform songs from lessons in the trimester

**Trimester II
December through March**

<p>Topic: Colors of foods (3 days) a. United for us—books and ASL narrator b. Learn how to signs sentences of “I eat ___” filling in different foods and what color they are. c. Matching worksheet to show understanding.</p> <p>7.1.NM.A.1 7.1.NM.A.5 Skim and scan age- and level- appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).</p>	<p>Topic: “Best Day of my Life” song (2 days) a. Learn important signs from the song b. Classroom performance c. Create dream craft.</p> <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.</p>
<p>Topic: Deaf Culture (2 days) a. Video – YouTube children with deaf parents. b. Picture Book</p> <p>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.</p>	<p>Topic: Holiday Song (2 days) a. Learn the signs for Walking in a Winter Wonderland b. Perform for others around the building.</p> <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.</p>

<p>Topic: Review (1 day) a. Review songs, games, etc. from the year so far. b. Scarf dance to review colors.</p>

Materials Used in this Unit

Video/Songs
Books

Craft supplies- crayons, paper, pencil, glue

21st Century Skills (The ones that apply to this unit are in bold)

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- 7. Creativity & Innovation**
- 8. Critical Thinking & Problem Solving**
- 9. Communication & Collaboration**
- 10. Media Literacy
- 11. Information Literacy
- 12. Information, Communication & Technology

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- 8. **Civic Literacy**
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Interdisciplinary Connections:

1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Interpretive: Students will experience sign language as a reflection of spoken communication. They will notice signs they have learned before in culture videos. They will understand the importance of ASL and how it is used throughout the country.

Interpersonal: Students use signs to communicate with each other. They will understand sentences their peers and teachers are signing about foods they eat and what colors they are.

Presentational: Students will perform winter holiday song to others.

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in I&RS folder. If accommodations are not working, schedule a meeting with I&RS committee manager to discuss and refine/update strategies.

ELL: Meet with ELL Teacher to discuss specific accommodations based on student progress and placement on WIDA testing.

***Please review appendix for extensive list of strategies for each subgroup.**

Assessments

Formative Assessments: Daily “exit ticket” and class discussions on current topics.

Summative Assessments: Every day teacher observations and questions. Review worksheets and games, matching worksheets, etc.

District Benchmark: NJDOE model curriculum

Alternative Assessments: Students will perform winter holiday song to others.

**Trimester III
March through June**

Topic: Poetry (2 days)
 a. Learn couplets and signs that go along with them in groups
 b. Color based on assigned couplet
 c. Show poem to rest of the class.

7.1.NM.C.2 7.1.NM.C.5 Dramatize an authentic song or recite a poem associated with a target culture celebration.

Topic: Cookie Jar (2 days)
 a. Learn signs for Who Stole the Cookie
 b. Youtube videos of song and characters playing
 c. Play in class with signs
 D. Create own cookie jar

7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.

Topic: The Napping House (3 days)
 a. Watch The Napping House story
 b. Discuss signs already known from the story.
 c. Learn new signs
 d. Watch again and sign along.

7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.

Topic: Review (2 days)
 a. Review all signs, games, songs, etc. from the year.

Materials Used in this Unit
 Craft supplies- crayons, pencils, glue, scissors
 Books, videos, music
 Poems and coloring pages
 Review activities

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- 1. Creativity & Innovation**
- 2. Critical Thinking & Problem Solving**
- 3. Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

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1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

Interpretive: Students will experience sign language as a reflection of spoken communication

Interpersonal: Students use signs to communicate with each other.

Presentational: Students will perform songs and poems learned throughout the year

Differentiation

Special Education: Read and follow IEP/504. Meet with CST case manager if additional guidance is needed.

For Gifted: Encourage risk taking in creating their projects as opportunities to stretch skills during production. Actively assess to identify student interests, learning preferences and the ability to work independently.

At Risk: Review specific accommodations for individual students in I&RS folder. If accommodations are not working, schedule a meeting with I&RS committee manager to discuss and refine/update strategies.

ELL: Meet with ELL Teacher to discuss specific accommodations based on student progress and placement on WIDA testing.

***Please review appendix for extensive list of strategies for each subgroup.**

Assessments

Formative Assessments: Daily “exit ticket” and class discussions throughout lessons.

Summative Assessments: Every day teacher observations and questions. Also review sheets and games to be replayed at the end of the year.

District Benchmark: NJDOE model curriculum

Alternative Assessments: Students will perform poems to classmates.