

Lebanon Borough Public School

World Language: American Sign Language

Grade 4



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Grade: 4

*** 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 (1 day)</p> <ul style="list-style-type: none"> a. Spell my name game b. Learn each others names, and practice finger-spelling <p>7.1.NM.B.3 Use appropriate greetings and leave taking from the target culture in a variety of scenarios</p>	<p>Topic: People in the Neighborhood (jobs) (2 Days)</p> <ul style="list-style-type: none"> a. Think about what you want to be when you grow up. b. Write a description of why. c. Create an image of the student signing what they want to be and present it to the class. <p>7.1.NM.C.4 Describe self and others</p>
<p>Topic: Family (3 Days)</p> <ul style="list-style-type: none"> a. Teach signs for family members, clothing, and review colors b. Color and create own made-up family c. Partner up and try to match other family <p>7.1.NM.C.4 Describe self and others</p>	<p>Topic: Places in the Neighborhood (3 Days)</p> <ul style="list-style-type: none"> a. Learn signs for popular town places b. Create a map activity c. Partner up and try to match other map. <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>

Materials Used in this Unit

Crayons
Videos/Songs
Family and Map template

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

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

- 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:

VPA 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

VPA 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Interpretive: Students will experience sign language as a reflection of spoken communication, including class discussions of why signs are done the way they are and how they relate, or represent the actual object or person.

Interpersonal: Students use signs to communicate with each other to match family drawings and maps they created.

Presentational: Students will be able to stand in front of class and sign future jobs as well as sign each others names.

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”, how they communicate with peers during partner activities.

Summative Assessments: Every day teacher observations and questions, and results of family and map activity with partners.

District Benchmark: NJDOE model curriculum

Alternative Assessments: Students will have opportunities to present to the class throughout the trimester.

**Trimester II
December through March**

Topic: Holiday Song (2 days)
 a. Learn to Sign “We are the World”
 b. Perform for others around the building

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: Pledge of Allegiance (4 days)
 a. Divide into groups and be assigned a word from the pledge
 b. Research the word and fill out form to help learn
 c. Share findings with rest of class
 d. Learn to sign Pledge of Allegiance and create art work for bulletin board

7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places, and things related to cultural celebrations.

Topic: Winter (2 day)
 a. Crossword Puzzle with winter words
 b. Clues are shown with signed letters
 c. Learn how to sign the winter words

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: Culture (3 days)
 a. Students will watch the film “Not Ordinary Hero”.
 b. Class discussions will be made of different technologies that are used, feelings that characters have, and how others would have acted in the situations, etc.

7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places, and things related to cultural celebrations.

Materials Used in this Unit

- Songs/Videos
- Books
- Crossword Puzzle
- Pencils
- Movie

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

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- 1. Creativity & Innovation**
- 2. Critical Thinking & Problem Solving**
- 3. Communication & Collaboration**
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Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

VPA 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

VPA 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Interpretive: Students will experience sign language as a reflection of spoken communication, they will notice signs in the movie they have previously learned.

Interpersonal: Students use signs to communicate with each other.

Presentational: Perform to other staff and peers in the school. This includes the holiday song as well as The Pledge of Allegiance.

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”, forms they will fill out as they learn each step of The Pledge of Allegiance.

Summative Assessments: Every day teacher observations and questions, class performances and discussions of lessons from the movie.

District Benchmark: NJDOE model curriculum

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

**Trimester III
March through June**

Topic: Conversation (2 days)
 a. Have each student write basic introduction conversation ideas.
 b. Share with class and discuss a common paragraph of questions and statements.
 c. Learn to sign these all together and practice with peers.

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: Numbers (2 days)
 a. Review numbers 1-19
 b. Add numbers 20-50
 c. Play number Bingo

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 information related to typical school day in the target culture(s).

Topic: Performance (2 days)
 a. Combine with music department and have students prepare to signs a song that is being performed in the spring concert.

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 information related to typical school day in the target culture(s).

Topic: Poetry (2 days)
 a. Review school signs from third grade.
 b. Divide into 4 groups and each learn a stanza of the poem
 c. Share with the class in order and learn the poem together.

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: Spring (2 days)
 a. Crossword Puzzle with spring words
 b. Clues are shown with signed letters
 c. Learn how to sign the spring words

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.

Materials Used in this Unit

Bingo boards, copies of poem. Spring crossword puzzle, music for performance

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L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

Interpretive: Students will experience sign language as a reflection of spoken communication, they will make connections to signs and how they relate to spring, etc.

Interpersonal: Students use signs to communicate with each other with introduction conversation learned.

Presentational: Perform poetry to the rest of the class. Song learned in class will be performed in spring concert.

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.

Differentiation

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Summative Assessments: Every day teacher observations and questions, class performances and discussions of lessons from the movie.

District Benchmark: NJDOE model curriculum

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

