

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
THIRD - FOURTH GRADE - WORLD LANGUAGE
Novice Mid**



**Revised to meet the June 2020 NJSLS-WORLD LANGUAGE
Board Approval: November 2022**

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Mrs. Tifanie Pierce	Director of Special Services
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World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances crosscultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year

requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the statedesignated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJ World Language Standard is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
- reflect the habits of mind central to world language studies that lead to post-secondary success.

World Languages Practices

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Philosophy and Goals

NJSLS – WL reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006) and the summary of the World-Readiness Standards for Learning Languages. They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of NJSLS – WL for particular languages or language groups:

American Sign Language (ASL)

The differences between studying ASL and spoken languages can be profound. Students of American Sign Language learn how to communicate spatially, rather than arranging words sequentially into sentences. They face unique challenges due to the modality differences between speaking and signing. This involves language features like the use of space, eye gaze, classifiers, depicting verbs and cinematic techniques. Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.

Unit 1: My Community Curriculum Area: World Language Unit Length: 10 Sessions	Grade Level: 3rd-4th Grades
Unit Goals	
<p>In this Unit, students will use rudimentary vocabulary to converse with their peers about pastime activities, likes and dislikes. Students will be able to greet and introduce themselves to their peers. Students will also learn how to describe physical characteristics, express emotions, tell age as a memorized chunk, location, express where one lives and goes to school..Students will begin to respond to classroom instructions in sign.</p>	
NJSLS: 7.1 World Languages: American Sign Language (ASL)	Modes of Communication:
<p>Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.</p>	<p>Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.</p> <p><i>Novice Mid learners</i> understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● I am unique and an important part of the community. ● Studying ASL will be useful to my future and give me insight into other cultures. ● Culture is our way of life. It includes our values, beliefs, customs, languages and traditions. Culture is reflected in our history, in our heritage and in how we express ideas and creativity. 	<ul style="list-style-type: none"> ● Why learn another language? ● Why is it important to learn about your culture and other cultures?
District/School Supplementary Resources	

<ul style="list-style-type: none"> ● Read Alouds, ● Songs ● Videos ● Posters, handouts & manipulatives 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> ● Teacher Observation ● Signing 	<ul style="list-style-type: none"> ● Performance Task (Community poster)
Instructional Best Practices	
<ul style="list-style-type: none"> ● Word Wall ● Technology Infusion ● Cooperative Learning ● Exit Ticket ● Setting Objectives and Providing Feedback ● Modeling 	<ul style="list-style-type: none"> ● Checks for understanding ● Graphic Organizers ● Reading partners ● Visuals ● Collaborative problem solving ● Vocabulary building ● Think, Pair, Share
Career Readiness, Life Literacies and Key Skills	
<p><u>Career Ready Practices:</u></p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP12: Work productively in teams while using global competence. <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). • 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p>	

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
9.1.5. EG.5: Identify sources of consumer protection and assistance.	<ul style="list-style-type: none"> • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Interdisciplinary Connections	
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	
8.1-8.2 Computer Science and Design Thinking:	
<ul style="list-style-type: none"> • 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). • 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have. • 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. • 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career. 	
NJSLs Learning Plan	
World Language Practices	
<p>Communicate Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>Cultures Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	

Connections

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence.

Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Core Idea	Performance Expectations
<p>Using the 3 modes of Communication</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <ul style="list-style-type: none">● ASL Family Activity Book<ul style="list-style-type: none">○ Use activity book to teach signs for family members● ASL I Have/Who Has - Common Salutations<ul style="list-style-type: none">○ Use “I have/Who has” game to practice signing common salutations● ASL Classroom Expectations<ul style="list-style-type: none">○ Reinforce classroom expectations through the use of signs● Hands Warm Up<ul style="list-style-type: none">○ Teach students how to warm their hands up in preparation of signing● Cool Down Hands	<p><i>The Language:</i></p> <ul style="list-style-type: none">● 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.● 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.● 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.● 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.● 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

<ul style="list-style-type: none">○ Demonstrate how to cool hands down at the conclusion of class		
Key Vocabulary		
<div><div>“my family” “grandmother” “grandfather” “father” “mother”</div><div>“parents” “brother” “sister” “aunt” “uncle”</div><div>“Hello” “Goodbye” “Yes” “No” “please” “thank you”</div></div>		
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students	
<ul style="list-style-type: none">● Demonstrate/model activity● Partner assisted● Disregard time limits● Oral prompt● Preferred position● Reduce number of actions● Ask for a repeat of the directions	<ul style="list-style-type: none">● Use well-defined boundaries● Get a written list of instructions● Provide a buddy/partner● Preview skills for upcoming classes● Demonstrate/model activity● Disregard time limits● Oral prompt● More space between students● Preferred position● Simplify patterns● Reduce number of actions● Ask for a repeat of the directions	
Accommodations for English Language Learners	Accommodations for Gifted Students	
<ul style="list-style-type: none">● Demonstrate/model activity● Partner assisted● Disregard time limits● Provide pictorial of rules, directions, or process	<div>Additional practice of specific skills or concepts</div> <ul style="list-style-type: none">● Increase opportunities for applying skills or concepts● Direct instruction in using specific knowledge in different contexts	

<ul style="list-style-type: none"> ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Provide learning centers where students are in charge of their own learning
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/ Do Now ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

Level 2: Communication Matters! Curriculum Area: World Language Unit Length: 10 Sessions	Grade Level: 3rd-4th Grade
Unit Goals	
<p>In this Unit, students will be able to communicate in ASL about school, learn school skills in ASL, use common ASL school words and phrases, and learn about Deaf students of the same age. Students will continue to develop a sense of community and practice communication skills.</p>	
NJSLS: 7.1 World Languages: American Sign Language (ASL)	Modes of Communication:
<p>Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect</p>	<p>Interpersonal Mode: Students engage in direct oral and or/written communication with others.</p>

the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> Studying ASL will be useful to my future and give me insight into other cultures. Culture is our way of life. It includes our values, beliefs, customs, languages and traditions. Culture is reflected in our history, in our heritage and in how we express ideas and creativity. I can learn words in more than one language. 	<ul style="list-style-type: none"> Why learn another language? Why is it important to learn about your culture and other cultures? What can I learn about my own culture by learning about other cultures? What do other students across the world do in school?
District/School Supplementary Resources	
<ul style="list-style-type: none"> Read Alouds, Songs Videos Posters, handouts & manipulatives 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> Teacher Observation Signing, oral quiz 	<ul style="list-style-type: none"> Performance Task (Conversation with a Friend)
Instructional Best Practices	
<ul style="list-style-type: none"> Word Wall Technology Infusion Cooperative Learning Exit Ticket Setting Objectives and Providing Feedback 	<ul style="list-style-type: none"> Checks for understanding Graphic Organizers Reading partners Visuals Collaborative problem solving

<ul style="list-style-type: none"> ● Modeling 	<ul style="list-style-type: none"> ● Vocabulary building ● Think, Pair, Share
Career Readiness, Life Literacies and Key Skills	
<p><u>Career Ready Practices:</u></p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP12: Work productively in teams while using global competence. <p>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). • 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</p>	
9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
<p>9.1.5. EG.5: Identify sources of consumer protection and assistance.</p>	<ul style="list-style-type: none"> • 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Interdisciplinary Connections	
<p><u>Language Arts</u></p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	

Mathematics

Know number names and the count sequence.

Count to tell the number of objects.

Generate and analyze patterns.

Classify objects and count the number of objects in each category.

8.1-8.2 Computer Science and Design Thinking:

- 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
- 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process
- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

NJSLS Learning Plan

Core Ideas

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Students will be able to:

- Communicate at the word and phrase level independently
- Respond to learned questions
- Ask memorized questions
- State needs and preferences
- Briefly describe people/places/things

Performance Expectations

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

- ASL I Have/Who Has - Common Salutations
 - Use "I have/Who has" game to practice signing common salutations
- ASL Classroom Expectations
 - Reinforce classroom expectations through the use of signs
- ASL Conversation Buddies
 - Students practice common salutations, questions, and responses with a partner
- Immersing our community in ASL
 - Students will work as teams to provide ASL visuals to be placed throughout the building
 -
- Hands Warm Up
 - Teach students how to warm their hands up in preparation of signing
- Cool Down Hands
 - Demonstrate how to cool hands down at the conclusion of class

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Key Vocabulary

SCHOOL WORDS

bathroom, bus
chair, door, flag, paper
pencil, ruler, scissors
table, teacher, water, window

NUMBERS 0-10

Cero, uno, dos, tres,
cuatro, cinco, seis, siete,
ocho, nueve, diez.

COLORS

Orange, Yellow, Blue, Red
Green, Black
Brown, Pink, Purple
White, Color

COMMON PHRASES

"Hello" "Goodbye"
"Yes" "No" "please"
"thank you" "good morning"
"hes is" "she is" "they are" "we are" "I need"
"what time is it?" "Where is..." "I'm hungry" "I'm
thirsty" "I'm sick" "I need help"

Modifications/Accommodations for Special Education Students		Accommodations for At-Risk Students	
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • Preferred position • Reduce number of actions • Ask for a repeat of the directions 		<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	
Accommodations for English Language Learners		Accommodations for Gifted Students	
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 		<ul style="list-style-type: none"> • Additional practice of specific skills or concepts • Increase opportunities for applying skills or concepts • Direct instruction in using specific knowledge in different contexts • Provide learning centers where students are in charge of their own learning 	
Required Activities		Suggested Activities	
<ul style="list-style-type: none"> • Instant Activity/ Do Now • Closure • Whole Group, Small Groups • Modeling • Independent Practice 		<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences 	

<ul style="list-style-type: none"> ● PBIS Implementation ● Identify and review objectives for lesson ● Stations 	
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Level 3: The World Around Us Curriculum Area: World Language Unit Length: 12 Sessions	Grade Level: 3rd-4th Grade
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Unit Overview

In this Unit, students will use what they’ve learned in ASL to present on a topic of great importance. Students will work in small groups to present on a topic related to climate change. The entire class will be accountable for the content presented, and will provide feedback to their classmates. This project will serve as a culminating activity for ASL in elementary school.

NJSLS: 7.1 World Languages: American Sign Language (ASL)	Modes of Communication:
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<p>Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.</p>	<p>Presentational Mode: Students present, orally(gestures) and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.</p>
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Enduring Understandings	Essential Questions
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| <ul style="list-style-type: none"> ● Life around the world varies because of cultural differences and abilities. ● The deaf community communicates about pressing issues and current events. | <ul style="list-style-type: none"> ● How does the deaf community acquire information? ● How can I present using ASL? |
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District/School Supplementary Resources	
<ul style="list-style-type: none"> • Read Alouds, • Seesaw • Current Events • Periodicals • Videos • Posters, handouts & manipulatives 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Oral Quiz • Group Project 	<ul style="list-style-type: none"> • Performance Task • Group Project
Instructional Best Practices	
<ul style="list-style-type: none"> • Word Wall • Technology Infusion • Cooperative Learning • Exit Ticket • Setting Objectives and Providing Feedback • Modeling 	<ul style="list-style-type: none"> • Checks for understanding • Graphic Organizers • Reading partners • Visuals • Collaborative problem solving • Vocabulary building • Think, Pair, Share
Career Readiness, Life Literacies and Key Skills	
<p><u>Career Ready Practices:</u></p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. • CRP12: Work productively in teams while using global competence. 	

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
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9.1.5. EG.5: Identify sources of consumer protection and assistance.	• 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Interdisciplinary Connections

Language Arts
 W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Mathematics
 Know number names and the count sequence.
 Generate and analyze patterns.
 Classify objects and count the number of objects in each category.

8.1-8.2 Computer Science and Design Thinking:

- 8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
- 8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process

- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
 - 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

NJSLS Learning Plan

Core Idea	Performance Expectations
<p>Students will be able to: Using the 3 modes of Communication</p> <ul style="list-style-type: none"> ● Identify a current event and/or issue related to climate change ● Work together as a group to develop a presentation incorporating ASL ● Sign content-specific words/phrases during presentation ● ASL Current Event Project ● ASL Classroom Expectations <ul style="list-style-type: none"> ○ Reinforce classroom expectations through the use of signs ● Hands Warm Up <ul style="list-style-type: none"> ○ Teach students how to warm their hands up in preparation of signing ● Cool Down Hands <ul style="list-style-type: none"> ○ Demonstrate how to cool hands down at the conclusion of class 	<p>7.1.NM.IPRET.1: Recognize familiar spoken or written words* and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. (*signs)</p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral* and written descriptions. (*signed)</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p>

	<p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral* and written messages found in short culturally authentic materials on global issues, including climate change. (*only cultural practices, such as shoulder tapping)</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p>
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Key Vocabulary

<p><u>Climate Change Terms</u></p> <p>“global warming” “earth” “pollution” “oceans” “land” “water source” “oxygen” “ozone layer” “weather” “plants” “animals” “habitats”</p>	<p><u>COMMON PHRASES</u></p> <p>“Good morning” “How are you?” “Well” “how about you?”</p>
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Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● Preferred position ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position

	<ul style="list-style-type: none"> ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Increase opportunities for applying skills or concepts ● Direct instruction in using specific knowledge in different contexts ● Provide learning centers where students are in charge of their own learning
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation 	<ul style="list-style-type: none"> ● Projects Academic ● Academic Games ● Brain Breaks

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: World Languages
Grade(s): Kindergarten through Second Grade

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	10 weeks (classes meet 1x per week)	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.1 ● 7.1.NM.IPRET.2 ● 7.1.NM.IPRET.3 ● 7.1.NM.IPRET.4 ● 7.1.NM.IPRET.5 	<p>Using the 3 modes of communication, students will be able to:</p> <ul style="list-style-type: none"> ● Greetings ● Community ● Cultures ● Traditions ● The World
Unit 2	10 weeks (classes meet 1x per week)	<ul style="list-style-type: none"> ● 7.1.NM.IPERS.1 ● 7.1.NM.IPERS.2 ● 7.1.NM.IPERS.3 ● 7.1.NM.IPERS.4 ● 7.1.NM.IPERS.5 ● 7.1.NM.IPERS.6 	<p>Students will be able to: Using the 3 modes of Communication</p> <ul style="list-style-type: none"> ● Communicate at the word and phrase level independently ● Respond to learned questions ● Ask memorized questions ● State needs and preferences ● Briefly describe people/places/things
Unit 3	12 weeks (classes meet 1x per week)	<ul style="list-style-type: none"> ● 7.1.NM.IPRET.1 ● 7.1.NM.IPERS.1. ● 7.1.NM.IPRET.2 ● 7.1.NM.IPERS.2 ● 7.1.NM.IPRET.3 ● 7.1.NM.IPERS.3 ● 7.1.NM.IPRET.4 ● 7.1.NM.IPERS.4 ● 7.1.NM.IPRET.5 ● 7.1.NM.IPERS.5 ● 7.1.NM.IPERS.6 	<p>Students will be able to: Using the 3 modes of Communication</p> <p>Identify items in a home.</p> <ul style="list-style-type: none"> ● Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. ● Compare homes in the target and home cultures. ● Recite, classify days of the week. ● Conversation speech, morning.