

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: World Language Curriculum Team

Content Area: World Language
Course Title: American Sign Language Honors
ACTFL Level: Novice High

Recommended Pacing Guide

PRE-UNIT: Review Units 1-6	12 calendar school days
Unit 7: Describing People and Things	30 calendar school days
Unit 8: Making Requests and Asking for Advice	25 calendar school days
Unit 9: Describing Places	30 calendar school days
Unit 10: Giving Opinions about Others	25 calendar school days
Unit 11: Discussing Plans and Goals	25 calendar school days
Unit 12: Storytelling	25 calendar school days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- **Holocaust and genocides** ([N.J.S.A. 18A:35-28](#))
- **History and contributions of African-Americans** (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- **Highlight and promote diversity and inclusion** (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- **History of disabled and LGBT persons** included in middle and high school curriculum ([Section 18A:35-4.35](#))

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- **Climate Change** - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Introduction / Philosophy:

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.

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 cross-cultural communication;
- Participates in local and global communities with people who speak languages other than English to address social issues and other global problems; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

PRE-UNIT: Review Units 1-6

Duration: 12 calendar school days

Unit Rationale

Students will have the opportunity to review signs and key information about Deaf culture and history that was introduced in ASL I and ASL II classes. Students will use the course textbook, Signing Naturally Student Workbook Units 7-12 for ASL Honors. Signing Naturally Student Workbook Units 1-6 will be reviewed in this unit to allow students to review key vocabulary, phrases, skills and behaviors they grasped in previous ASL classes.

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

In this unit, students will be able to review vocabulary, phrases, skills and behaviors they grasped in ASL I and II courses that follow the *Signing Naturally Units 1-6* textbook. The correct forms for fingerspelling names will be reviewed as well as the student's comprehension skills of following commands while reviewing vocabulary in specific categories. Cardinal numbers 1-100, years, dates and times will be reviewed to apply to future units. Students will ask and answer wh-word questions as well as yes and no questions while focusing on proper ASL format and facial expressions. Students will practice family member vocabulary while retelling childhood stories to wrap up reviewing units 1-6 from ASL I and II courses and textbook.

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
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Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
<p style="text-align: center;">Interpretive Mode of Communication</p>	<p>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

- 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.

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Presentational Mode of Communication

- 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.

Supporting and Additional Standards

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections

English Language Arts Standards

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Attend to financial well-being.</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>
<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other</p>

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

	requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/ global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
<p>Self-Awareness</p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings and perspectives of others ● Demonstrate an awareness of the differences among individuals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Role play/skits
- Do-Now
- Signs/gestures
- Dialogue
- Open-ended questions
- Group/pair activities
- Exit cards

Performance Task/Use of Technology

- *SMART Board activities*
- *Online quizzes*
- *Kahoot games*
- *Quizlet*
- *YouTube*
- *Discovery Education*
- *Google Docs & Slides*
- *Flipgrid*
- *Recap*

Alternative Assessments:

- End of performance assessments
- Checklists
- Google Slide presentation

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

	<p>content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Many members of Deaf culture do not view their deafness as a disability but as a cultural identity, with a strong sense of pride and community. ● When describing a person within the family, the general ASL grammatical order is to state the person's gender first (MAN/WOMAN), then provide physical characteristics (height, hair/eye color), and then clothing or other details. ● Deaf African Americans form a vibrant culture shaped by both the Black and Deaf communities, developing unique expressions like Black American Sign Language (BASL), characterized by richer facial expressions, larger signing space, and more two-handed signs, stemming from segregated schools where traditional ASL was preserved 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● In Deaf Culture what are the three proper ways of getting a Deaf individual's attention? ● When navigating through a signing environment what are the two proper ways that are appropriate in the Deaf community? ● When there is a signed conversation or an interpreted event, whose responsibility is it to maintain a clear line of sight for the signing individuals? ● How do the practices of a culture affect that culture's language?
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<p>Content</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● how to retell childhood stories ● proper fingerspelling skills ● signs that are the opposite signs that are presented to students 	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● review specific signs that fall into categories ● practice receptive and expressive skills of the ASL alphabet ● practice receptive and expressive skills of ASL numbers ● review signs that connect to others needs, have, wants and likes
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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- identify people, including deaf American Americans, who have contributed to deaf culture and society

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Signing Naturally Units 1-6 Student Workbook and DVD.

Teacher Notes:

Use ASL I and II curriculum, lesson plans and Units 1-6 in *Signing Naturally* textbook to supply students with a review to prepare for future units. Also use Pre-Unit: Units 1-6 review on pages 1-22 in *Signing Naturally* Units 7-12.

- Student-Driven Activities
- Student choice activities
- Peer tutoring
- Student language competitions

Unit 7: Describing People and Things

Duration: 30 days

Unit Rationale Students will complete the requirements in Unit 7 to expand their expressive and receptive skills of describing people and things. Skills from previous ASL classes will flow into this unit to have students expand on how to describe a person from head to toe by articles of clothing, race, body positions and actions. Students will describe things based on shapes, colors, locations and use of the object. Skills grasped in this unit will allow students to describe a person or thing that they do not know the sign for to allow better flow in conversations.

In this unit, students will focus on describing people and things by identifying present people, describing personal items and describing lost items. Greetings and leave-takings of Deaf Culture will be used within this unit to grasp Deaf culture and history. Students will expand their fingerspelling skills, ASL numbers and comprehension skills related to describing people and things.

Suggested Accommodations

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- Flexible/Cooperative Grouping
- Visuals (Board and handouts)

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

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Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

- Alternative Assessments/Assignments
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Disciplinary Concepts and Core Ideas	
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Lakewood Public School District Curriculum Guide

Grade: 11-12

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Supporting and Additional Standards

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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

community and/or different regions in the United States.

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Interdisciplinary Connections

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- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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	sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of performance assessments ● Checklists ● Google Slide presentation

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<ul style="list-style-type: none"> ● Do-Now ● Signs/gestures ● Dialogue ● Open-ended questions ● Group/pair activities ● Exit cards <p>Performance Task/Use of Technology</p> <ul style="list-style-type: none"> ● <i>SMART Board activities</i> ● <i>Online quizzes</i> ● <i>Kahoot games</i> ● <i>Quizlet</i> ● <i>YouTube</i> ● <i>Discovery Education</i> ● <i>Google Docs & Slides</i> ● <i>Flipgrid</i> ● <i>Recap</i> 	<p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● In Deaf culture, greetings and leave-takings are visual and emphasize community connection and respect. ● When meeting someone new, it is common to exchange detailed biographical information (e.g., name sign, which school attended, family connections) to find common ground and strengthen community bonds. ● The extended farewell, sometimes taking a long time, is a well-known cultural norm often referred to as a "Deaf goodbye". 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you properly express the different forms of what you have, what you need, what you do not have or what you do not want in American Sign Language? ● In Deaf culture, if you are describing someone in a room, what can you quickly describe so your listener can locate the person by?
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Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<p>Content Students will know:</p> <ul style="list-style-type: none"> ● how to describe a person by body position, appearance and clothing ● communicate using have, like, want, need ● how describe a person from head to toe by articles of clothing, race, body positions and actions 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● expand on their article of clothing descriptions ● focus on specific letters in the ASL alphabet to increase their flow while fingerspelling ● determine the difference between transportation words in ASL ● grasp proper facial expression reactions ● expand skills on expressing years in ASL ● practice greetings and leave takings
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Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources: Signing Naturally Units 1-6 Student Workbook and DVD.</p> <p>Teacher Notes: Use Unit 7: Describing people and Things in the Signing Naturally class textbook on pages 23-144. Present saved slides that correspond to the unit for students to express the dialogues for each section. Possibly bring in different articles of clothing for students to use as props to describe the clothing.</p>	<ul style="list-style-type: none"> ● Student-Driven Activities ● Student choice activities ● Peer tutoring ● Student language competitions

Unit 8: Making Requests and Asking for Advice	Duration: 25 days
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<p>Unit Rationale: By studying and analyzing Deaf culture and history in this unit students will be able to grasp the proper ways to make requests and ask for advice that follows proper Deaf culture. Through</p>
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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

participation in a deaf simulation, students will apply correct etiquette used in a Deaf culture situation and be able to maintain a basic conversation in American Sign Language.

In this unit, students will properly be able to make requests and ask for advice using proper ASL format. Fingerspelling the names of the months and using agreement verbs will allow students to make requests. Proper negation skills will be grasped for students to agree or not agree with specific conditions. Deaf culture in this unit will touch upon minimizing interruptions and name signs given within the Deaf community.

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way”

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

of Communication	communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

- 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.

Presentational Mode of Communication

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- 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.

Supporting and Additional Standards

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections

English Language Arts Standards

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and
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Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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	consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Signs/gestures ● Dialogue ● Open-ended questions ● Group/pair activities ● Exit cards <p>Performance Task/Use of Technology</p> <ul style="list-style-type: none"> ● <i>SMART Board activities</i> ● <i>Online quizzes</i> ● <i>Kahoot games</i> ● <i>Quizlet</i> ● <i>YouTube</i> ● <i>Discovery Education</i> ● <i>Google Docs & Slides</i> ● <i>Flipgrid</i> ● <i>Recap</i> 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of performance assessments ● Checklists ● Google Slide presentation <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Using Non-Manual Signals (NMS) like eyebrows (up for questions/conditions) and head tilts, directional signs (moving from person to you for "help me"), context (politeness via "please"), and understanding the parameters of signs (handshape, location, movement, palm orientation) to convey meaning, ensuring respectful, clear communication by showing willingness and checking for agreement. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the four ways to ask for a sign you do not know? How does a Deaf person get a name sign if he/she does not have Deaf parents?
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<p>Content Students will know:</p> <ul style="list-style-type: none"> how to explain a situation then make related requests through participation in a <i>deaf simulation</i>, how to apply correct etiquette used in a deaf culture how to agree with requests in ASL how to decline a request in ASL how to determine what should be signed in awkward conversations with others 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> properly express months by fingerspelling and abbreviating agree with conditions; what must happen first, what is expected in return disagree using not, none, "wave no", not yet, not-want, forbid and refuse properly express phone numbers in ASL explain situations that are incidents involving liquids comprehend story titled "The Candy Bar" culturally minimize interruptions culturally understand name signs identify people, including deaf American Americans who have contributed to deaf culture and society
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Signing Naturally Units 1-6 Student Workbook and DVD.</p> <p>Teacher Notes:</p>	<ul style="list-style-type: none"> Student-Driven Activities Student choice activities Peer tutoring Student language competitions
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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Use Unit 8: Making Requests and Asking for Advice in the Signing Naturally class textbook on pages 145-310. Present saved slides that correspond to the unit for students to express the dialogues for each section. Possibly set up a Deaf event for students to practice their skills while signing with Deaf individuals to minimize interruptions and name signs within the Deaf community.

Unit 9: Describing Places

Duration: 30 days

Unit Rationale:

By studying how to describe specific locations students will be able to give proper directions from one place to the next in ASL to allow a fellow signer to find the location they are signing about. These skills are important in the Deaf community to give visual locations to signers to allow them to safely travel from one location to the next.

In this unit, students will be able to describe different locations and apply them to giving detailed directions. Students will grasp how to express places related to neighborhoods and what is next to, across from or near those locations. Detailed directions including traffic lights, turns, and stops will be a skill grasped both using receptive and expressive skills. Students will also grasp skills on how to tell time related to traveling.

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Interpersonal Mode of Communication

- 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.

Presentational Mode of Communication

- 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.

Supporting and Additional Standards

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections

English Language Arts Standards

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Signs/gestures ● Dialogue ● Open-ended questions ● Group/pair activities ● Exit cards <p>Performance Task/Use of Technology</p> <ul style="list-style-type: none"> ● <i>SMART Board activities</i> ● <i>Online quizzes</i> ● <i>Kahoot games</i> ● <i>Quizlet</i> 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of performance assessments ● Checklists ● Google Slide presentation <p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p>
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Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<ul style="list-style-type: none"> ● <i>YouTube</i> ● <i>Discovery Education</i> ● <i>Google Docs & Slides</i> ● <i>Flipgrid</i> ● <i>Recap</i> 	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Giving directions in ASL centers on using your body as a map, establishing reference points, moving from general to specific (big to small), and leveraging visual space with directional verbs and classifiers, all while maintaining eye contact and using facial expressions to show perspective, not just the English words. ● Key concepts include signing from the signer's perspective (your left is their left), using directional verbs (like "give," "turn"), employing classifiers (like the V-handshape for a person walking), and creating a shared visual space. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the four steps to asking a yes or no question? ● What is the proper way to sign directions on where to turn?
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<p>Content</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● how to use their expressive skills to discuss neighborhoods ● how to use their expressive skills to describe places in a neighborhood ● how to give detailed directions through signs 	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● properly express time ● properly give directions ● express when something is next to, or across from a location ● review yes and no questions and how to answer them in ASL
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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

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|--|--|
| <ul style="list-style-type: none">● lesson vocabulary related to neighborhoods | <ul style="list-style-type: none">● give directions on where to turn● comprehend a signed story titled “Stop the Traffic” |
|--|--|

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

Signing Naturally Units 1-6 Student Workbook and DVD.

Teacher Notes:

Use Unit 9: Describing Places in the Signing Naturally class textbook on pages 311-464. Present saved slides that correspond to the unit for students to express the dialogues for each section. Possibly have students give directions around the building to get students out of the classroom and experience more signs in different locations around the school.

- Student-Driven Activities
- Student choice activities
- Peer tutoring
- Student language competitions

Unit 10: Giving Opinions about Others

Duration: 25 days

Unit Rationale:

Deaf culture and history will be studied to grasp the way Deaf individuals give their opinions about people they just met, that they know or even their family members. Deaf individuals tend to be very honest and straightforward when giving their opinions due to their culture. Students will grasp how to give their opinions to others about others.

In this unit, students will be able to grasp the skills needed to give their opinions about others. Students will give opinions about others tendencies, personal qualities and be able to compare personal qualities in others. Within this unit, students will apply ASL numbers to telling the price of objects. Wh-word question signs will be applied to telling where items are located to be able to find misplaced items or people.

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
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New Jersey Student Learning Standards
Focus Standards - Major Standards

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Interpretive Mode of Communication

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Supporting and Additional Standards

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

community and/or different regions in the United States.

- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections

English Language Arts Standards

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
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- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
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Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Signs/gestures 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of performance assessments ● Checklists ● Google Slide presentation <p>Student Assessment</p>

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
---------------------	---------------------------------

<ul style="list-style-type: none"> ● Dialogue ● Open-ended questions ● Group/pair activities ● Exit cards <p>Performance Task/Use of Technology</p> <ul style="list-style-type: none"> ● <i>SMART Board activities</i> ● <i>Online quizzes</i> ● <i>Kahoot games</i> ● <i>Quizlet</i> ● <i>YouTube</i> ● <i>Discovery Education</i> ● <i>Google Docs & Slides</i> ● <i>Flipgrid</i> ● <i>Recap</i> 	<p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● When giving opinions about others in American Sign Language (ASL), the enduring understandings center on the importance of clear referencing, the essential role of non-manual markers (facial expressions and body language), and the use of specific grammatical structures like role-shifting to convey context and perspective. ● Using Opinion Continuum Signs: The language provides a range of signs to express varying degrees of opinion or skill level (e.g., signs for good, better, best, or pro vs. lousy or inept). Mastering these nuances allows for precise expression of personal viewpoints 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do Deaf individuals tend to be very honest when giving their opinions about others? ● What is the proper order for expressing the price of an object? ● What are the proper facial expressions for expressing a wh-word question?

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<p>Content Students will know:</p> <ul style="list-style-type: none"> ● how to give prices of different kinds of items ● how to properly express their feelings of others ● how to ask questions using wh- words 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● grasp emotion signs to express feelings of others ● grasp how to take an opinion from someone and how to respond if its a good or bad opinion ● review ASL numbers and apply to telling the price of something ● review wh-word questions ● grasp how to express where missing items may be
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Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources: Signing Naturally Units 1-6 Student Workbook and DVD.</p> <p>Teacher Notes: Use Unit 10: Giving Opinions About Others in the Signing Naturally class textbook on pages 465-606. Present saved slides that correspond to the unit for students to express the dialogues for each section. Possibly bring in items that have different prices for students to do a mock shopping day that they need to give a price in ASL.</p>	<ul style="list-style-type: none"> ● Student-Driven Activities ● Student choice activities ● Peer tutoring ● Student language competitions

Unit 11: Discussing Plans and Goals	Duration: 25 days
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<p>Unit Rationale: Personal goals is an important topic to grasp how to discuss in ASL. In Deaf culture, Deaf individuals will ask personal questions to get to know you better. Students will understand the proper ways to discuss their now and future goals for themselves and others. Another important skill grasped in this unit is to express your knowledge of completing a specific task. This is important for future job interviews as well as completing personal tasks.</p>
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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

In this unit, students will be able to discuss their plans and goals through ASL. Students will grasp signs to discuss one's knowledge and ability of a task, ask opinions about someone, how to make and cancel plans with someone and discuss their personal goals for the future.

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy
- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
<p style="text-align: center;">Interpretive Mode of Communication</p>	<p>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>
<p style="text-align: center;">Interpersonal Mode of Communication</p>	<p>In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.</p>

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Presentational
Mode
of
Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

- 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.

Presentational Mode of Communication

- 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.

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- 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.

Supporting and Additional Standards

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections

English Language Arts Standards

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

<p>Act as a responsible and contributing community member and employee.</p>	<p>Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>
<p>Attend to financial well-being.</p>	<p>Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive</p>

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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cultural/global competence.	interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Signs/gestures ● Dialogue ● Open-ended questions ● Group/pair activities ● Exit cards <p>Performance Task/Use of Technology</p> <ul style="list-style-type: none"> ● <i>SMART Board activities</i> ● <i>Online quizzes</i> ● <i>Kahoot games</i> ● <i>Quizlet</i> ● <i>YouTube</i> ● <i>Discovery Education</i> ● <i>Google Docs & Slides</i> ● <i>Flipgrid</i> ● <i>Recap</i> 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of performance assessments ● Checklists ● Google Slide presentation <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Making/canceling plans in ASL involves using spatial grammar (setting up time/people in space), clear non-manual signals (facial expressions for 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you express your future goals if there are multiple things you want to achieve?
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Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<p>questions/negation), specific signs, and directional verbs.</p> <ul style="list-style-type: none"> ● ASL conveys complex ideas like future intent, agreement, or conflict through visual grammar, not just words. 	<ul style="list-style-type: none"> ● What are proper signs to use when acknowledging the goals of others?
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<p>Content Students will know:</p> <ul style="list-style-type: none"> ● how to discuss their plans and personal goals ● how to properly cancel plans and give reasoning ● how to properly express how to make plans 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● grasp signs for a variety of different goals ● grasp signs for a variety of different plans ● express their ability to be able to complete a specific task ● be able to ask classmates their opinions on other people
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Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources: Signing Naturally Units 1-6 Student Workbook and DVD.</p> <p>Teacher Notes: Use Unit 11: Discussing Plans and Goals in the Signing Naturally class textbook on pages 607-748. Present saved slides that correspond to the unit for students to express the dialogues for each section. Possibly set up a Deaf event so students can communicate with Deaf individuals about plans and goals.</p>	<ul style="list-style-type: none"> ● Student-Driven Activities ● Student choice activities ● Peer tutoring ● Student language competitions

Unit 12: Storytelling	Duration: 25 days
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Unit Rationale:

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Although ASL is an unwritten language, storytelling is an important part of Deaf Culture. By applying what has been learned throughout this course of study, as well as integrating the elements of storytelling which is taught in this unit, students will be able to interpret a variety of stories for understanding and compose/present their own story as a culmination to this course.

In this unit, students will integrate and apply a variety of skills and concepts to interpret and present narratives/stories. Students will explore the structures of narrative storytelling including role shifts, entrances and exits, and spatial agreement. Students will apply all of the skills that they grasped in ASL I, II and honors to express stories in ASL and receptively understand stories as well.

Suggested Accommodations

Multilingual Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Alternative Assessments (Listening and verbal)
- Flashcards (Digital and paper)
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Special Education/Students with Disabilities:

- Provide differentiated instruction as needed
- Modify assignments and homework
- Follow all IEP modifications plans
- Provide manipulatives or the opportunity to draw solution strategies
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

504 Plans:

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Allow Extra Time
- Work in a Small Group
- Allow Answers to be given orally or dictated.

Gifted and Talented:

- Tiered assignments
- Independent study and research
- Acceleration (according to student's level of ability rather than chronological age)

Students at Risk of Failure:

- Pair with adult mentor or buddy

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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- Provide in-school counseling
- Refer to outside counseling or similar resources if necessary
- Ensure the child has access to all appropriate academic resources both in school and at home
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Facilitate successful experiences
- Provide tutoring if needed
- Provide cooperative learning activities
- Provide assistance with the organization of school/home materials
- Reinforce positive behaviors and recognize student talents
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way”

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
--------------	--------------------------

of Communication	communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

New Jersey Student Learning Standards

Focus Standards - Major Standards

Interpretive Mode of Communication

- 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

- 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.

Presentational Mode of Communication

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- 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.

Supporting and Additional Standards

- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 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.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Interdisciplinary Connections

English Language Arts Standards

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Social Studies

- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
- 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Career Readiness, Life Literacies & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media and data.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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	consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Role play/skits ● Do-Now ● Signs/gestures ● Dialogue ● Open-ended questions ● Group/pair activities ● Exit cards <p>Performance Task/Use of Technology</p> <ul style="list-style-type: none"> ● <i>SMART Board activities</i> ● <i>Online quizzes</i> ● <i>Kahoot games</i> ● <i>Quizlet</i> ● <i>YouTube</i> ● <i>Discovery Education</i> ● <i>Google Docs & Slides</i> ● <i>Flipgrid</i> ● <i>Recap</i> 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● End of performance assessments ● Checklists ● Google Slide presentation <p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Projects ● Quizzes ● Presentations 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● End of unit tests ● Quarterly exams

Lakewood Public School District Curriculum Guide

Grade: 11-12	Content Area: ASL Honors
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● As ASL does not have a written form, storytelling is the primary vehicle for passing down history, values, and traditions across generations. ● Storytelling helps members of the Deaf community feel rooted in their shared history and provides role models for Deaf children. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can you convey humor while signing? ● What are the structural elements of storytelling using American Sign Language? ● Why is storytelling an important part of Deaf Culture?
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<p>Content Students will know:</p> <ul style="list-style-type: none"> ● how to use handshapes to represent nouns and show their movement/location ● how to use body shifts, pauses, and eye gaze to create rhythm, set scenes, and build suspense. ● storytelling's role in passing down culture, history, and bonding within the Deaf community. 	<p>Skills Students will be able to:</p> <ul style="list-style-type: none"> ● explore the structures of narrative storytelling including role shifts, entrances and exits, and spatial agreement ● learn strategies to convey meaning ● learn how to integrate role shifts into storytelling ● use entrances and exits when telling a story ● maintain spatial agreement ● explore character development ● analyze and interpret a variety of stories for understanding ● Compose and present their own narrative story
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Signing Naturally Units 1-6 Student Workbook and DVD.</p> <p>Teacher Notes: Language Resources http://www.wordreference.com Reputable translation website http://www.quia.com</p>	<ul style="list-style-type: none"> ● Student-Driven Activities ● Student choice activities ● Peer tutoring ● Student language competitions
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Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

Practice quizzes and vocabulary reinforcement
<http://www.quizlet.com>
Quiz generator and practice
<http://www.quia.com/>
Use Unit 12: Storytelling in the Signing
Naturally class textbook on pages 749-878.
Present saved slides that correspond to the unit
for students to express the dialogues for each
section. This unit can be split up into units 7-11:
lessons 1-2: towards the end of unit 7
Lessons 3-7: towards the end of unit 8
Lessons 8: along with unit 9
Lesson 9: along with unit 10
Lesson 10: along with unit 11 or as unit 12
students can communicate with Deaf individuals
about plans and goals.

Overview of the ACTFL Standards

1. Communication: Communicate in American Sign Language

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 1.3 Students present information, concepts, and ideas to an audience of viewers in American Sign Language

2. Cultures: Gain knowledge and understanding of American Deaf Culture

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American deaf culture
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American deaf culture

3. Connections: Use American Sign Language to connect with other disciplines and acquire information

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

4. Comparisons: Develop insight into the nature of language and culture

- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages

Lakewood Public School District Curriculum Guide

Grade: 11-12

Content Area: ASL Honors

- Standard 4.2 Students demonstrate understanding of the nature of language through comparisons of American Deaf culture and their own culture

5. Communities: Use American Sign Language to participate in communities at home and around the world.

- Standard 5.1 Students use American Sign Language within and beyond the school setting
- Standard 5.2 Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.