

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Curriculum Guide		
Part I	<i>Part 1 is a guide to the curriculum. It serves as an overview of the standards, pacing, assessments and resources for the entire course. Additionally, the guide outlines the modifications necessary to ensure all learners are academically successful.</i>	
	Marking Period 1:	Marking Period 2:
Pacing Guide	Unit 1 – All About Me: 14 Days Unit 2 – School Days: 14 Days Unit 3 – Home, Sweet Home: 13 Midterm Review and Exam: 3 Days	Unit 4 – Food, Glorious Food : 10 Days Unit 5 – Celebrations: 10 Days Unit 6 – Migratory Animals: 10 Days Unit 7 – Going Green: 10 Days Final Review and Exam: 3 Days

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Standards	<p><i>Unit 1 – All About Me</i></p> <ul style="list-style-type: none">7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <p><i>Unit 2 – School Days</i></p> <ul style="list-style-type: none">7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.	<p><i>Unit 4 – Food, Glorious Food</i></p> <ul style="list-style-type: none">7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). <p><i>Unit 5 – Celebrations</i></p> <ul style="list-style-type: none">7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
------------------	---	---

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

	<ul style="list-style-type: none">• 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.• 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.• This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.• 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. <p><i>Unit 3 – Home, Sweet Home</i></p> <ul style="list-style-type: none">• 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.• 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).• 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions..• 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.• 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	<ul style="list-style-type: none">• 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.• 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.• 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.• 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.• 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.• 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.• 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). <p><i>Unit 6 – Migratory Animals</i></p> <ul style="list-style-type: none">• 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.• 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.• 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
--	---	--

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

	<ul style="list-style-type: none">• 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.• 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.• 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	<ul style="list-style-type: none">• 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.• 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.• 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.• 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. <p><i>Unit 7 – Going Green</i></p> <ul style="list-style-type: none">• 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.• 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.• 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.• 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.• 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.• 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or
--	--	--

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

		<p>on topics studied in other content areas.</p> <ul style="list-style-type: none">• 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.• 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
Benchmark Assessments	Unit 1 Test: All About Me Unit 2 Test: School Days Unit 3 Test: Home, Sweet Home Midterm Exam	Unit 4 Test: Food, Glorious Food Unit 5 Test: Celebrations Unit 6 Test: Migratory Animals Final Exam
District Required Resources	<i>Learning American Sign Language</i> ISBN: 0-205-27553-2	<i>Learning American Sign Language</i> ISBN: 0-205-27553-2

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Modifications for At-Risk Students	<ul style="list-style-type: none">● Modify activities/assignments/projects/assessments● Breakdown activities/assignments/projects/assessments into manageable units● Additional time to complete activities/assignments/projects/assessments● Provide an option for alternative activities/assignments/projects/assessments● Modify Content● Modify Amount● Adjust Pacing of Content● Small Group Intervention/Remediation● Individual Intervention/Remediation● Additional Support Materials● Lower-Level Text● Guided Notes● Graphic Organizers
Modifications for Gifted Students	<ul style="list-style-type: none">● Modify activities/assignments/projects/assessments● Provide an option for alternative activities/assignments/projects/assessments● Modify Content● Adjust Pacing of Content● Small Group Enrichment● Individual Enrichment● Higher-Level Text

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Modifications for English Learners	<p>All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/</p> <p>Grade appropriate WIDA Can Do Descriptors:</p> <ul style="list-style-type: none">• Listening• Speaking• Reading• Writing• Oral Language
Modifications for Special Education	<ul style="list-style-type: none">• Modify activities/assignments/projects/assessments• Breakdown activities/assignments/projects/assessments into manageable units• Additional time to complete activities/assignments/projects/assessments• Provide an option for alternative activities/assignments/projects/assessments• Modify Content• Modify Amount• Adjust Pacing of Content• Small Group Intervention/Remediation• Individual Intervention/Remediation• Additional Support Materia• Lower-Level Text• Guided Notes• Graphic Organizers• Other Modifications for Special Education as indicated by the IEP

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

21st Century Themes	<ul style="list-style-type: none">• Global Awareness• Financial, Economic, Business and Entrepreneurial Literacy• Civic Literacy• Health Literacy• Environmental
Required 21st Century Life and Careers Standards	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

9.1 Personal Financial Literacy - Income And Careers

**9.2 Career Awareness, Exploration, And Preparation -
Career Awareness**

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

- 9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.

Interdisciplinary Connections

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Possible Interdisciplinary Connections:

- Mathematics Analysis- Students can use learned language to express numerical values and solve simple mathematical equations.
- Literature Analysis – Students can connect with simple short stories, oral tales, and poetry.
- Geography- Students can connect geography to their everyday lives and their cultural heritages.

Part II

Instructional Planning Guide

Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.

Unit 1: All About Me

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Enduring Understandings	<ul style="list-style-type: none">• Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.• Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.• Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.• Use appropriate greetings and leave taking from the target culture.• Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).• Describe self and others using oral or written text.• Retell highlights from a culturally authentic children’s text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.• Identify culturally specific pastime activities.
Essential Questions	<ul style="list-style-type: none">• How to express yourself using letters so that you can communicate?• How can describing physical and emotional characteristics indicate who you are?• Why is it important to express yourself in your daily communication?
Component/Rationale/Recommended Resources	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ <p>The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).</p>	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.• The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	<p>Applicable Tier 2 and Tier 3 Vocabulary available at:</p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm on%20Core_Volcabulary_Terms.pdf</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Background knowledge is essential to become an expert in a subject. However, such background knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.• Links should be explicitly made between past learning and new concepts• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>
<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.• Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/• At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:• http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Lessons

Standard/Objective

Materials

Instructional Strategies

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">• SWBAT: Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify age, physical characteristics, personality qualities, pastime activities, and expressions of likes and dislikes.• SWBAT: Ask and respond to memorized questions about physical characteristics, personality qualities, likes and dislikes, and pastime activities using digital tools and face-to-face communication.• SWBAT: Use appropriate greetings and leave taking from the target culture in a variety of scenarios.• SWBAT: Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).• SWBAT: Describe self and others.• SWBAT: List culturally specific and personal pastime activities.	<ul style="list-style-type: none">• Learning American Sign Language (textbook)• Various printed handouts• Additional media resources as needed.	<ul style="list-style-type: none">• Breaking down the task• Dictation exercises• Providing step-by-step prompts• Repeated practice• Sequenced Review• Directed Questioning and Responses• Sequence Tasks from Easy to Difficult• Individual/Small-Group/Whole Class Instruction• Think Aloud• Active Participation• Warm-Up Activities• Meaningful Real Life Connections• Modeling• Goal Setting• Graphic Organizers• Scaffolding
--	---	--

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• SWBAT: Retell highlights from age- and level- appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation. | | |
|--|--|--|

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Formative / Summative Assessments	Exemplar Lessons
Summative Assessment: <ul style="list-style-type: none">• Unit 1 Test: All About Me	
Possible/Sample Formative Assessments: <ul style="list-style-type: none">• Free/Journal• Teacher created quizzes• Visual Presentations	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 2: School Days
Enduring Understandings	<ul style="list-style-type: none">• Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.• Demonstrate understanding of commands related to school routine.• Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.• Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.• Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.• Inquire about preferences related to school.• Respond to questions about preferences related to school.• Compare school life in the home and target culture(s).

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Essential Questions	<ul style="list-style-type: none">• How does Sign Language explore school life (i.e. classes, schedules, school supplies, activities, and preferences)?• How are school experiences in some ways similar to and different from that of students who cannot hear?
Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives <u>Rationale</u> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <u>Recommended Resources:</u> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).	<i>Add Language Objectives</i>
Teaching Academic Vocabulary: Cognates <u>Rationale</u> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <u>Recommended Resources</u> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.	<i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i> http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">• The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.• Links should be explicitly made between past learning and new concepts• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.• Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/• At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:• http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>
--	--

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none">• SWBAT: Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.• SWBAT: Use physical response to demonstrate understanding of classroom routines• SWBAT: Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language• SWBAT: Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.	<ul style="list-style-type: none">• Learning American Sign Language (textbook)• Various printed handouts• Additional media resources as needed.	<ul style="list-style-type: none">• Breaking down the task• Dictation exercises• Providing step-by-step prompts• Repeated practice• Sequenced Review• Directed Questioning and Responses• Sequence Tasks from Easy to Difficult• Individual/Small-Group/Whole Class Instruction• Think Aloud• Active Participation• Warm-Up Activities• Meaningful Real Life Connections• Modeling• Goal Setting• Graphic Organizers• Scaffolding

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Formative / Summative Assessments		Exemplar Lessons
Summative Assessment: <ul style="list-style-type: none">• Unit 2 Test: School Days		

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Possible/Sample Formative Assessments:

- Teacher created quizzes

Part II

Instructional Planning Guide

Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.

Unit 3: Home, Sweet Home

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Enduring Understandings	<ul style="list-style-type: none">• Identify household chores found in authentic materials from an electronic information source and other sources.• Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores.• Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.• Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.• Use memorized language to express preferences related to the division of household chores.• Compare homes in the target and home cultures.• Compare common household chores in the home culture with common chores in the target culture.• Create a tour of a home from the target culture.• Create multimedia rich visual representation of one's home or a home representative of the home culture.• Retell highlights from an authentic video or simple written text that includes description of the home and its contents.• Identify culturally specific household items and chores.
Essential Questions	<ul style="list-style-type: none">• How do students explore home life in the study of sign language?• Why is it necessary for people effectively communicate household chores?• How does student home life compare with those that cannot hear?• What dangers are present in the home?
Component/Rationale/Recommended Resources	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ <p>The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).</p>	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.• The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Comm on%20Core_Volcabulary_Terms.pdf</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Background knowledge is essential to become an expert in a subject. However, such background knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.Links should be explicitly made between past learning and new conceptsKey vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>
<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none">• SWBAT: Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.• SWBAT: Skim and scan culturally authentic texts to identify cultural products and practices related to home life.• SWBAT: Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.	<ul style="list-style-type: none">• Learning American Sign Language (textbook)• Various printed handouts• Additional media resources as needed	<ul style="list-style-type: none">• Breaking down the task• Dictation exercises• Providing step-by-step prompts• Repeated practice• Sequenced Review• Directed Questioning and Responses• Sequence Tasks from Easy to Difficult• Individual/Small-Group/Whole Class Instruction• Think Aloud• Active Participation• Warm-Up Activities• Meaningful Real Life Connections• Modeling• Goal Setting• Graphic Organizers• Scaffolding

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">• SWBAT: Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.• SWBAT: Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture		
Summative Assessments	Exemplar Lessons	
Summative Assessment <ul style="list-style-type: none">• Unit 3 Test: Home, Sweet Home		

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Possible/Sample Formative Assessments: <ul style="list-style-type: none">• Teacher created quizzes	
Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 4: Food, Glorious Food
Enduring Understandings	<ul style="list-style-type: none">• Identify main idea of an authentic text dealing with food products and practices.• Demonstrate comprehension of a series of oral and written directions as related to food products and practices.• Recognize and use common gestures and cultural practices associated with food.• Ask memorized questions related to food preferences, products, and practices.• Answer simple questions related to food preferences, products, and practices.• Engage in an unrehearsed conversation to order a meal.• Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p style="text-align: center;">Essential Questions</p>	<ul style="list-style-type: none">• How do students communicate cultural practices in regards to food?• What are ways teenagers have differing food and cultural tastes?
Component/Rationale/Recommended Resources	
<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ <p>The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).</p>	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.Links should be explicitly made between past learning and new conceptsKey vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Resources: Scaffolds, Charts Diagrams and Technology		How will the instruction be differentiated for all learners?
<p>Rationale</p> <ul style="list-style-type: none"> Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material. Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p>Recommended Resources</p> <ul style="list-style-type: none"> The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/ At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/ 	<p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>	
Lessons		
Standard/Objective	Materials	Instructional Strategies

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">• SWBAT: Skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s).• SWBAT: Recognize a few common gestures and cultural practices associated with food preferences, products and practices of the target culture(s).• SWBAT: Give and follow simple, oral and written directions, commands, and requests through appropriate physical response as they relate to food practices.• SWBAT: Use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.• SWBAT: Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials.	<ul style="list-style-type: none">• Learning American Sign Language (textbook)• Various printed handouts• Additional media resources as needed	<ul style="list-style-type: none">• Breaking down the task• Dictation exercises• Providing step-by-step prompts• Repeated practice• Sequenced Review• Directed Questioning and Responses• Sequence Tasks from Easy to Difficult• Individual/Small-Group/Whole Class Instruction• Think Aloud• Active Participation• Warm-Up Activities• Meaningful Real Life Connections• Modeling• Goal Setting• Graphic Organizers• Scaffolding
Formative / Summative Assessments	Exemplar Lessons	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Summative Assessment <ul style="list-style-type: none">Unit 4 Test: Food, Glorious Food	
Possible/Sample Formative Assessments: <ul style="list-style-type: none">Teacher created quizzes	
Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 5: Celebrations

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Enduring Understandings	<ul style="list-style-type: none">• Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.• Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts.• Recognize names of family members as found in culturally authentic video/audio/written texts.• Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.• Ask memorized questions related to family members.• Answer simple questions related to family members.• Ask memorized questions related to clothing.• Answer simple questions related to clothing.• Ask memorized questions related to celebrations in the home and target cultures.• Answer simple questions related to celebrations in the home and target cultures.• Describe celebrations in the home and target cultures.• Express likes, dislikes, and preferences related to activities associated with celebrations.• Perform a culturally authentic song/poem associated with a particular target culture celebration.• Create an invitation related to a target culture celebration.
Essential Questions	<ul style="list-style-type: none">• How do students express celebrations that take place in their lives?• Why is it important that we celebrate milestones?• How do differing cultures communicate
Component/Rationale/Recommended Resources	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ <p>The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).</p>	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.• The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Background knowledge is essential to become an expert in a subject. However, such background knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.Links should be explicitly made between past learning and new conceptsKey vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>
<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none">• SWBAT: Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.• SWBAT: Ask and respond to simple questions related to holidays and other celebrations in the home and target cultures.• SWBAT: Copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.• SWBAT: Dramatize an authentic song or recite a poem associated with a target culture celebration.	<ul style="list-style-type: none">• Learning American Sign Language (textbook)• Various printed handouts• Additional media resources as needed	<ul style="list-style-type: none">• Breaking down the task• Dictation exercises• Providing step-by-step prompts• Repeated practice• Sequenced Review• Directed Questioning and Responses• Sequence Tasks from Easy to Difficult• Individual/Small-Group/Whole Class Instruction• Think Aloud• Active Participation• Warm-Up Activities• Meaningful Real Life Connections• Modeling• Goal Setting• Graphic Organizers• Scaffolding

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Formative / Summative Assessments		Exemplar Lessons	
Summative Assessment: <ul style="list-style-type: none">• Unit 5 Test: Celebrations			
Possible/Sample Formative Assessments: <ul style="list-style-type: none">• Teacher created quizzes			
Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>		
	Unit 6: Migratory Animals		

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Enduring Understandings	<ul style="list-style-type: none">• Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources.• Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals• Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources.• Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources.• Demonstrate comprehension of brief oral and written messages about migratory animals from culturally authentic materials.• Imitate appropriate intonation for asking different types of questions about migratory animals.• Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.• Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.• Use digital tools to exchange information about migratory animals using words and memorized phrases.• Ask simple questions related to reasons animals migrate using memorized words and phrases.• Respond to simple questions related to reasons animals migrate using memorized words and phrases.• Give directions for migration patterns of some migratory animals.• Compare animals using information included on a graphic organizer.
Essential Questions	<ul style="list-style-type: none">• What are benefits of knowing how to communicate about animals?• Why is it necessary to explore animal behaviors in the home?
Component/Rationale/Recommended Resources	

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Lesson Plans: Content and Language Objectives</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <p><u>Recommended Resources:</u></p> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ <p>The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).</p>	<p><i>Add Language Objectives</i></p>
<p>Teaching Academic Vocabulary: Cognates</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.• The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	<p><i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i></p> <p>http://www.wagnerhigh.net/pdf/Tier 2%20AND%20Tier%203 Common%20Core Vocabulary Terms.pdf</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Background knowledge is essential to become an expert in a subject. However, such background knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.Links should be explicitly made between past learning and new conceptsKey vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>
<p>Resources: Scaffolds, Charts Diagrams and Technology</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf http://www.state.nj.us/education/modelcurriculum/ela/exemplars/	<p>How will the instruction be differentiated for all learners?</p> <p>Differentiated instruction for all learners will be provided via several of the following possible modalities:</p> <p>Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations</p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Lessons		
Standard/Objective	Materials	Instructional Strategies
<ul style="list-style-type: none">• SWBAT: Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about migratory animals, their habitats, and the reasons for migration.• SWBAT: Ask and respond to memorized questions about migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication.• SWBAT: Use culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language).	<ul style="list-style-type: none">• Learning American Sign Language (textbook)• Various printed handouts• Additional media resources as needed	<ul style="list-style-type: none">• Breaking down the task• Dictation exercises• Providing step-by-step prompts• Repeated practice• Sequenced Review• Directed Questioning and Responses• Sequence Tasks from Easy to Difficult• Individual/Small-Group/Whole Class Instruction• Think Aloud• Active Participation• Warm-Up Activities• Meaningful Real Life Connections• Modeling• Goal Setting• Graphic Organizers• Scaffolding

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">• SWBAT: Retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes physical characteristics of migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation.		
Formative / Summative Assessments		Exemplar Lessons
Summative Assessments: <ul style="list-style-type: none">• Unit 6 Test: Migratory Animals		

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Possible/Sample Formative Assessments:

- Teacher created quizzes

Part II	Instructional Planning Guide <i>Part II is a guide to teaching the curriculum outlined in Part 1. Each lesson is outlined and should be utilized when writing individual, classroom lesson plans.</i>
	Unit 7: Going Green
Enduring Understandings	<ul style="list-style-type: none">• Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources.• Identify renewable resources as found in authentic materials from electronic information sources and other sources.• Give and follow commands related to environmental practices.• Ask memorized questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.• Respond to simple questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.• Ask memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication.• Respond to memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication.• Compare recycling products and practices in home and target cultures.• Compare environmental products and practices in home and target cultures.

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Essential Questions	<ul style="list-style-type: none">• Why is it necessary to explore products and practices of the target culture(s) as they relate to reuse, recycle, and reduce?
Component/Rationale/Recommended Resources	
Lesson Plans: Content and Language Objectives <u>Rationale</u> <ul style="list-style-type: none">• Language objectives are essential to support the linguistic development of students.• They should be based on the four domains in language: Speaking, Listening, Reading and Writing <u>Recommended Resources:</u> <ul style="list-style-type: none">• Please refer to WIDA Can Do Descriptors https://www.wida.us/standards/CAN_DOs/ The WIDA Can Do Descriptors, Key Uses Edition is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).	<i>Add Language Objectives</i>
Teaching Academic Vocabulary: Cognates <u>Rationale</u> <ul style="list-style-type: none">• The explicit instruction of academic vocabulary, specifically cognates, is key to improve comprehension in English.• Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, approximately 50% of the academic vocabulary in English have a related word in Spanish. <u>Recommended Resources</u> <ul style="list-style-type: none">• When teaching vocabulary in an explicit manner, teachers must choose 5 to 10 Tier II words that students will need to have a solid grasp of key terms, which they will use to understand content in multiple areas of their learning. Teachers must use visuals, semantic, and mnemonic strategies. Explicit instruction must take place, three times per week, for a period of fifteen minutes per day.	<i>Applicable Tier 2 and Tier 3 Vocabulary available at:</i> http://www.wagnerhigh.net/pdf/Tier 2%20AND%20Tier%203 Commo n%20Core Volcabulary Terms.pdf

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none">• The majority of Tier III words are cognates. However, Tier III words are content specific, and therefore, they should be taught "in the moment" because they need a quick explanation with heavy context. They should be taught naturally, without a separate instructional section. <p>Multiple links to list of cognates will be provided soon, but for now, please refer to the following link for a sample list: http://www.esdict.com/English-Spanish-Cognates.html#.Wvezm4WcGS4</p>	
<p>Background Knowledge</p> <p><u>Rationale</u></p> <ul style="list-style-type: none">• Background knowledge is essential to become an expert in a subject. However, such back knowledge becomes useless if language or culture makes it impossible to link knowledge to a task. <p><u>Recommended Resources</u></p> <ul style="list-style-type: none">• Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.• Links should be explicitly made between past learning and new concepts• Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.	<p><i>List necessary prerequisite knowledge</i></p> <p><i>Discuss misconceptions</i></p> <p><i>This section applies to all learners</i></p>

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Resources: Scaffolds, Charts Diagrams and Technology		How will the instruction be differentiated for all learners?
Rationale <ul style="list-style-type: none">Students learn by using scaffolds and strategies that lower the language complexity of the content they experience in the classroom, but keeping the rigor and the integrity of the material.Students need to learn to use complex language, but to do so they need scaffolds and support. As English Learners transition through the various stages of the language acquisition process, scaffolds should gradually diminish. Eventually students become proficient and independent, and consequently, able to utilize scaffolds on their own.		Differentiated instruction for all learners will be provided via several of the following possible modalities:
Recommended Resources <ul style="list-style-type: none">The NJDOE Curricular Framework offers charts, and other resources aligned to the New Jersey Learning Standards. http://www.state.nj.us/education/cccs/frameworks/At the moment, the NJDOE has not finalized the specific English Learners scaffolding section for each unit of the New Jersey Learning Standards. However, the archives of the Model Curriculum are still available. They offer scaffolds associated to specific standards, as well as ELA exemplar units for English Learners. Please refer to the following sample links:<ul style="list-style-type: none">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdfhttp://www.state.nj.us/education/modelcurriculum/ela/exemplars/		Achieve 3000 Visual and Graphic organizers Guided notes Collaborative Learning Strategies Rubric-based Research papers Primary Source analyses PowerPoint presentations Letter writing Essay writing (persuasive, research) Role-playing In-class debate Film analyses Group discussion/activities Open ended responses (verbal and written) Alternative assessments Music performance Film creation Visual/Graphic presentations
Lessons		
Standard/Objective	Materials	Instructional Strategies

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

<ul style="list-style-type: none"> • SWBAT: Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with environmental products and practices of the target culture(s). • SWBAT: Give and follow directions regarding environmental practices. • SWBAT: Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language. • SWBAT: Produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts. 	<ul style="list-style-type: none"> • Learning American Sign Language (textbook) • Various printed handouts • Additional media resources as needed 	<ul style="list-style-type: none"> • Breaking down the task • Dictation exercises • Providing step-by-step prompts • Repeated practice • Sequenced Review • Directed Questioning and Responses • Sequence Tasks from Easy to Difficult • Individual/Small-Group/Whole Class Instruction • Think Aloud • Active Participation • Warm-Up Activities • Meaningful Real Life Connections • Modeling • Goal Setting • Graphic Organizers • Scaffolding
<p>Formative / Summative Assessments</p>		<p>Exemplar Lessons</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> • Final Exam 		

Bridgeton Public School District

Grade Level: 9th-12th

Content: Sign Language I

Date: Summer 2018

Possible/Sample Formative Assessments:

- Teacher created quizzes

PART III	Lesson Plans
	<p><i>Part III consists of the lesson plans developed by the classroom teacher. When developing lesson plans, teachers are to consider the unique needs of learners within their classroom. Lesson plans should consist of instructional strategies that are engaging, include high order thinking, promote student discussion, and provide support for all students. The recommended template for lesson planning is the Gradual Release of Responsibility. http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/ Lesson Plans must be uploaded to Genesis.</i></p>