

Clinton-Glen Gardner School District



Curriculum Management System

World Language: American Sign Language

Grade: 2

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

Board Approved: November 18, 2020

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers' Names:

**Maria Buniva
Melissa Burton
Kaitlyn Rooney**

Clinton-Glen Gardner School District

Mission

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

Philosophy

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

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

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

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

World Language: American Sign Language

Scope and Sequence

Trimester I September through December	
<p>Topic: Greetings (3 days)</p> <ul style="list-style-type: none"> a. “All Around the Buttercup” b. Kings and Queens dance c. Learn songs, dances, and signs d. Use to learn about each other <p>7.1.NM.B.3 Use appropriate greetings and leave taking from the target culture in a variety of scenarios</p>	<p>Topic: Seasons of the Year (3 days)</p> <ul style="list-style-type: none"> a. Video and Song on the 4 seasons of the year b. Learn signs associated with the 4 seasons c. Create craft based on your favorite season related to a sign from the song. <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.</p>
<p>Topic: Thanksgiving (3 days)</p> <ul style="list-style-type: none"> a. Learn 7 Thanksgiving signs b. Pictures with the signs c. Team “Bag Game” <p>7.1.NM.C.2 7.1.NM.C.5 Dramatize an authentic song or recite a poem associated with a target culture celebration.</p>	<p>Topic: Color/Winter Review (1 day)</p> <ul style="list-style-type: none"> a. Review older winter signs that were taught in first grade b. Review signs for colors.
<p>Materials Used in this Unit</p> <ul style="list-style-type: none"> Videos and music Pictures Lunch Bags Craft supplies 	
<p>21st Century Skills (The ones that apply to this unit are in bold)</p> <p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	

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

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

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

Technology Standards (8.1 and 8.2)

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

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

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

Career Education Standards (9.2)

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

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

Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

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

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

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

Interpretive: Students will experience sign language as a reflection of spoken communication; understand how to sign weather and seasons based on how they appear.

Interpersonal: Students use signs to communicate with each other. They will introduce themselves to one another.

Presentational: Students will be able to share their favorite season with the rest of the class, and sing and signs “Seasons of the Year” to others.

Differentiation

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

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

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

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

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

Assessments

Formative Assessments: Daily "exit ticket", and team bag game of Thanksgiving signs.

Summative Assessments: Every day teacher observations and questions, and representation of season's song and craft at end of unit. Students will show understanding of previous units as well from first grade (winter and colors).

District Benchmark: NJDOE model curriculum

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

**Trimester II
December through March**

<p>Topic: Holiday Song (2 days) a. Over the River and Through the Woods b. Learn signs for songs c. Craft</p> <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.</p>	<p>Topic: Martin Luther King (2 days) a. Song- I Have a Dream with signs b. Book c. Coloring page</p> <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.</p>
<p>Topic: Deaf Culture (2 days) a. Interview with Deaf woman video b. Dina the Deaf Dinosaur book</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	<p>Topic: Emotions (4 days) a. Story bots video on emotions. b. Learn signs for common emotions c. Create your own book of emotions with signs and what makes you feel a certain way.</p> <p>7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations.</p>

Materials Used in this Unit
Videos/Songs/ books
Coloring Pages
Emotions book template
Holiday craft supplies

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

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

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

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

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

1. Financial, Economic, Business & Entrepreneurial Literacy
2. Civic Literacy
3. Health Literacy
4. Environmental Literacy

Technology Standards (8.1 and 8.2)

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

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

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

Career Education Standards (9.2)

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

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

Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

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

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

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

Interpretive: Students will experience sign language as a reflection of spoken communication. Students will understand the use of ASL in people around the world. They will be able to express how they feel and understand how others feel.

Interpersonal: Students use signs to communicate with each other. They will express how they feel.

Presentational: Students will be able to present holiday song to others around the building.

Differentiation

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

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

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

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

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

Assessments

Formative Assessments: Daily “exit ticket” and class discussions on culture, MLK signs, etc.

Summative Assessments: Every day teacher observations and questions, and final emotions book product. Students will also perform holiday song.

District Benchmark: NJDOE model curriculum

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

**Trimester III
March through June**

Topic: Food Groups (2 days)
 a. Review food learned from first grade
 b. Introduce new foods and teach the 5 food groups
 c. Learn signs and make a plate with signs for foods.

Topic: Peter and the Wolf (3 days)
 a. Read the story and talk about the characters
 b. Teach signs for the characters
 c. Listen to music and how each character is represented by an instrument
 d. Watch the story and sign character when you hear the corresponding instrument

Topic: Performance (3 days)
 a. Learn to sign a song from the 2nd Grade play

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

Materials Used in this Unit

- Books and Poems
- Video/Song
- Instrument lessons for Peter and the Wolf
- Plate and picture templates for food groups
- Review worksheets

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

- 21st Century Skills (the ones that apply are in bold):**
1. **Creativity & Innovation**
 2. **Critical Thinking & Problem Solving**
 3. **Communication & Collaboration**
 4. Media Literacy
 5. Information Literacy
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21st Century Themes (The ones that apply to this unit are in bold)

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1. **Global Awareness**
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Technology Standards (8.1 and 8.2)

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

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

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

Career Education Standards (9.2)

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

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

Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

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

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

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

Interpersonal: Students use signs to communicate with each other.

Presentational: Students will perform song learned in second grade play to school and families.

Differentiation

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

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

At Risk: Review specific accommodations for individual students in RTI folder. If accommodations are not working, schedule meeting with RTI case manager to discuss and refine/update strategies or refer student to RTI Committee

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

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

Assessments

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

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

District Benchmark

Alternative Assessments: Students will perform song in second grade play to school and families.

