

Clinton-Glen Gardner School District



Curriculum Management System

World Language: American Sign Language

Grade: 3

*** 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

ADMINISTRATION

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Mrs. Bernadette Wang, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
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Acknowledgments

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

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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 (1 days)</p> <ul style="list-style-type: none"> a. Welcome back, and review what we remember. b. Jump in, Jump out game <p>7.1.NM.B.3 Use appropriate greetings and leave taking from the target culture in a variety of scenarios</p>	<p>Topic: Fall (2 days)</p> <ul style="list-style-type: none"> a. Crossword Puzzle with fall words b. Clues are shown with signed letters c. Learn how to sign the fall words d. Fall crafts- make hand leaf and signing skeleton. <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: Alphabet (3 days)</p> <ul style="list-style-type: none"> a. Video teaching letters in Sign Language b. Practice names and other words c. "Spell My Name" song and game <p>7.1.NM.B.3 Use appropriate greetings and leave taking from the target culture in a variety of scenarios</p>	<p>Topic: Prepositions and Shapes (2 days)</p> <ul style="list-style-type: none"> a. Teach signs for 6 prepositions and 6 shapes b. Play a game to demonstrate knowledge c. "Who is Next to?" song and game <p>7.1.NM.A.2 Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.</p>
<p>Topic: Holidays (2 days)</p> <ul style="list-style-type: none"> a. Thanksgiving b. "We are Thankful" song with signs and thanksgiving word scramble. c. Veterans Day d. Proud as a Peacock <p style="text-align: center;">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>	

Materials Used in this Unit

Videos
Crossword Puzzle
Pencils
Craft supplies- colored paper, Q-tips, glue, markers.
Preposition paper

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

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

1. **Creativity & Innovation**
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

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

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

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

Technology Standards (8.1 and 8.2)

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

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

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

Career Education Standards (9.2)

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

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

Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

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

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

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Interpretive: Students will process the signs and understand where to place the shapes based on them.

Interpersonal: Students use signs to communicate with each other and understand names of whom they are talking to.

Presentational: Students will be able to sign classmate's names and introduce themselves in front of class.

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 fall crossword puzzle understanding of letters.

Summative Assessments: Every day teacher observations and questions and preposition and shapes final submissions.

District Benchmark

Alternative Assessments: Students will present names of each other to class. They will also learn holiday poems to present together or teacher and others.

Trimester II
December through March

<p>Topic: Holiday Song (2 days)</p> <ul style="list-style-type: none"> a. Students will learn to sign while singing “Jingle Bells” b. Students will share their song with other peers/classes c. Students will create their own jingle bell. <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: Numbers (2 days)</p> <ul style="list-style-type: none"> a. Learn to sign 1-19 b. Play dice game c. Number Bingo <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 information related to typical school day in the target culture(s).</p>
<p>Topic: Culture (2 days)</p> <ul style="list-style-type: none"> a. Gallaudet Football video b. Picture Book <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: School Vocabulary (3 days)</p> <ul style="list-style-type: none"> a. Images of school words will be shown and taught b. Team Bag Game to review c. Matching work sheets <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 information related to typical school day in the target culture(s).</p>
<p>Topic: Review (1 day)</p> <ul style="list-style-type: none"> a. Provide work sheets for review of letters and numbers b. Including word scrambles, simple math problems for numbers, and matching 	
<p>Materials Used in this Unit</p> <p>Videos/Songs/Pictures Craft supplies- bells, string, cups, crayons Dice and bingo boards Lunch bags for game Review sheets</p>	
<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):

- 6. Global Awareness
- 7. **Financial, Economic, Business & Entrepreneurial Literacy**
- 8. **Civic Literacy**
- 9. **Health Literacy**
- 10. **Environmental Literacy**

Technology Standards (8.1 and 8.2)

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

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

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

Career Education Standards (9.2)

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

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

Career Ready Practices

CRP4 Communicate clearly and effectively and with reason.

Interdisciplinary Connections:

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

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

differentiate basic structures.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Interpretive: Students will experience sign language as a reflection of spoken communication and understand its use in deaf culture.
Students will compare numbers in English to ASL.

Interpersonal: Students use signs to communicate with each other and teachers when playing games.

Presentational: Students will perform holiday song for 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 the review games during each unit (ex. Bag game)

Summative Assessments: Every day teacher observations and questions, and review work sheets.

District Benchmark: NJDOE model curriculum

Alternative Assessments: PBA

Trimester III
March through June

Topic: Poetry (2 days)

- a. Review school signs from third grade.
- b. Divide into 4 groups and each learn a stanza of the poem
- c. Share with the class in order and learn the poem together.

7.1.NM.C.2 7.1.NM.C.5 Dramatize an authentic song or recite a poem associated with a target culture celebration.

Topic: Zoo Animals (2 days)

- a. Students will learn a variety of zoo animals in sign language
- b. Students will watch a video of animal signs as well.
- c. Students will create masks on an animal of their choosing

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.

Topic: Summer (2 days)

- a. Crossword finger-spell puzzle
- b. Learn summer signs

7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.

Topic: Performance (2 days)

- a. Learn to sign a song from their 3rd Grade play

7.1.NM.A.1 7.1.NM.A.4 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities.

Topic: Review (2 days)

- a. Review games and activities of all new signs from the year.
- b. Repeat some games previously done in the year as well.

Materials Used in this Unit

Song/music
Crossword puzzle ad
Pencils
Pictures
Plates, paper, scissors, glue, markers

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

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

- 1. Creativity & Innovation**

2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

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

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Technology Standards (8.1 and 8.2)

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

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

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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:

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

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

Interpretive: Students will experience sign language as a reflection of spoken communication and connect signs to vocabulary such as animals, summer object/activities, etc. Students will be able to read fingerspelling on crossword puzzle.

Interpersonal: Students use signs to communicate with each other and the teachers.

Presentational: Students will perform song learned in third grade school play.

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 fall crossword puzzle understanding of letters. Seeing students sign back to teachers in class.

Summative Assessments: Every day teacher observations and questions, final two days of review games and worksheets.

District Benchmark: NJDOE model curriculum

Alternative Assessments: Students will perform song learned in the third grade play for school and families.

