

Clinton-Glen Gardner School District



Curriculum Management System

World Language: American Sign Language

Grade: K

*** 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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Mrs. Bernadette Wang, Business Administrator
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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 – December)

<p>Topic: Greetings -- Intro (3 days)</p> <ul style="list-style-type: none"> a. "I'm So Glad" b. "Please Put In One Shoe" c. "Apple Tree" (craft) d. Learn songs and signs that go with them to introduce 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: Farm Animals (3 days)</p> <ul style="list-style-type: none"> I. Identify farm animals <ul style="list-style-type: none"> a. Using the song Old McDonald, students will sign animals. b. Various story books. c. Create matching board game with animals and signs. <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 about migratory animals and their habitats.</p>
<p>Topic: Halloween-- (2 days)</p> <ul style="list-style-type: none"> a. "Pass the Flying Pumpkin" song and movement b. Click, Clack, Boo! Story book- reviews some farm animal signs and adds Halloween signs. <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: Thanksgiving-- (2 days)</p> <ul style="list-style-type: none"> a. Turkey Trouble story- reviews farm animals and adds turkey. b. Discuss reason for signs of turkey and create craft to represent it. <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 about migratory animals and their habitats.</p>

Materials Used in this Unit

- Crayons, scissors, glue
Photos of animals, brown bags
Name Tags
Songs, books, and videos

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)

TECH.8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments

8.2.2.A.2

Describe how designed products and systems are useful at school, home and work.

Technology Infusion: Students are able to understand and use technology systems

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, and daily interaction with SMART Boards, CDs, DVDs, webinars, video streaming, and podcasting. Utilize programs on the iPad. Watch and interact with letter sound videos. Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

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.

During class role play signing as different career personality (i.e. policeman, fireman, nurse, doctor, teacher) and workplace vocabulary

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.

RI.K.5. Identify the front cover, back cover, and title page of a book

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

Interpersonal: Students use signs to communicate with each other, with the teachers, and in games during class.

Presentational: Students will be able to perform learned songs with signs.

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 use of matching game created in class.

Summative Assessments: Every day teacher observations and questions.

District Benchmark: NJDOE model curriculum

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

Trimester II (December 3rd – March 9th)

Topic: Holiday Song (3 days)

- a. What a Wonderful World
- b. Students will learn to sign the song
- c. Students will perform to other staff members and school peers

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: Deaf Culture (2 days)

- a. Teach sign for Deaf and learn Deaf vs. Death
- b. What it means to be deaf
- c. Dina and the Deaf Dinosaur
- d. Dear Hearing People- Video

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: Colors (3 days)

- a. Learn signs for colors in rainbow
- b. Rainbow craft made with tissue paper
- c. Color walk
- d. Colored scarf dance
- e. Color animals to match what the teacher says

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: Winter (2 days)

- a. Learn the hokey pokey
- b. watch videos of the winter hokey pokey and dance along
- c. Learn signs for winter apparel- gloves, hat, boots, etc.
- d. Practice signing the colors of these items.

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 about migratory animals and their habitats.

Materials Used in this Unit

- Paper
- Crayons
- Tissue paper
- Scarves
- Videos/Songs

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

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

- 7. Creativity & Innovation**
- 8. Critical Thinking & Problem Solving**
- 9. Communication & Collaboration**
- 10. Media Literacy
- 11. Information Literacy
- 12. 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)

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Demonstrate developmentally appropriate navigation skills in virtual environments

8.2.2.A.2

Describe how designed products and systems are useful at school, home and work.

Technology Infusion: Students are able to understand and use technology systems

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, and daily interaction with SMART Boards, CDs, DVDs, webinars, video streaming, and podcasting. Utilize programs on the iPad. Watch and interact with letter sound videos. Observe and engage with SchoolTube videos. Use of books on tape and listening center. Use of Shutterfly, Share Site. Creation and publication of class created books.

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:

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- VPA 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- RI.K.5. Identify the front cover, back cover, and title page of a book

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 to other staff members and school peers

Differentiation

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

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

Assessments

Formative Assessments: Daily “exit ticket”

Summative Assessments: Every day teacher observations and questions.

District Benchmark: NJDOE model curriculum

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

Trimester III (March – June)

Topic: Poetry (2 days)

- a. Learn couplets and signs that go along with them in groups
- b. Color based on assigned couplet
- c. Show poem to rest of the class.

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: Holidays (4 days)

- a. Learn signs that relate to holidays in the season – earth day, mothers day, etc.
- b. crafts and cards to be sent home for these days
- c. books and songs that relate to the holidays

Topic: The 5 Senses

- a. Discuss what the 5 senses are
- b. Learn how to sign them and other words that relate to them (ex. Smell- good or bad)
- c. List things that we notice with all 5 senses and learn to sign some of the most popular answers.

Topic: Review (1 day)

- a. Review all signs, games, songs, etc. from the year.

Materials Used in this Unit

Videos, books, music
Paper, scissors, Crayons
5 senses form
poems and colors pages
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):

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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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 songs and poems learned throughout the year

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. Also review sheets and games to be replayed at the end of the year.

District Benchmark: NJDOE model curriculum

Alternative Assessments: Students will perform poems to classmates.