

Holidays and Celebrations

(Sample Unit)*

Proficiency: Intermediate Low

Language: American Sign Language

Theme: Families and Communities / Social Relationships

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for language and proficiency level, and can include specific lessons and content that align with the local course or curriculum.**

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from messages and texts using listening, reading and viewing strategies.**
 - a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
 - b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
 - f. Interpret gestures, intonation and tone to comprehend a range of verbal and nonverbal messages.
2. **Identify how authentic sources convey viewpoints, and use authentic sources critically.**
 - d. Use information and viewpoints from authentic sources to inform or enhance a conversation, presentation or expression of creativity.
3. **Comprehend and interpret more detailed information in authentic messages and informational texts.**
 - b. Answer questions about authentic messages and informational texts.
 - f. Share information from authentic sources to solve problems, complete tasks or reinforce concepts across the curriculum.

Interpersonal:

1. **Negotiate meaning using requests, clarifications and conversation strategies.**
 - a. Use common expressions to make requests and seek clarification.
 - b. Ask and answer a wide range of questions to seek or clarify information.
 - c. Rephrase or provide additional details to clarify meaning and ambiguities.
2. **Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**
 - c. Give and follow sequences of simple and more complex directions, requests or instructions to engage in a wider variety of social, educational and cultural tasks and activities.
 - d. Share somewhat more detailed descriptions of people, places, things and events.

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- f. Use language to acquire goods, services or information.

3. Express preferences, feelings, emotions and opinions about a wide range of familiar topics.

- a. Express feelings and emotions in reaction to an announcement, a surprise or an event.
- b. Ask and answer questions about feelings, emotions and preferences.
- c. Exchange, compare and support preferences and opinions about personal, academic, contemporary or historical topics.

Presentational:

1. Convey meaning using writing processes and presentation strategies.

- a. Plan texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
- f. Rehearse presentations using delivery strategies.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- i. Propose solutions to common issues or problems.

Cultures:

1. Analyze and explain relationships among products, practices and perspectives, and compare them across cultures.

- a. Investigate, explain and demonstrate patterns of behavior.
- b. Analyze why people meet their basic needs in different ways and share findings with others.
 - i. Solve increasingly complex problems and complete elaborate tasks while taking into consideration different cultural perspectives.
 - j. Explain or demonstrate how having global competency skills enables people to build collaborative relationships with others.

2. Experience the target language and culture, and share information and personal reactions with others.

- h. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.

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B.

CONTENT ELABORATIONS

Unit Theme: Families and Communities / Social Relationships

Unit Topic(s): Holidays and Celebrations

Essential Question(s): How do I relate to others?

Communicative Context: Planning a Party

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C.

UNIT SUMMATIVE ASSESSMENT

Integrated Performance Assessment (IPA)

IPA Theme: Planning a party

Authentic resource:

<http://www.deaftv.com/film/FADs-New-Year-Party/>

<http://www.deaftv.com/film/How-to-Throw-a-Halloween-Party-DeafPod/>

<http://www.deaftv.com/film/Ice-Breaker-Party-/>

Interpretive task(s): (*Evaluate with an Interpretive performance or proficiency [rubric.](#)*)

- Students will watch a video of native speakers teaching a group of people how to play a game.
- Students will answer comprehension questions based on what they see and be prepared to teach the game to others.

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Interpersonal tasks: *(Evaluate each student with an Interpersonal [rubric.](#))*

- In the target language, in groups of two or three, students will discuss what kind of party they would like to host.
- They will discuss a budget, decorations, location, games to play and food to serve.
- Students will practice in their groups and be prepared to share with the class.

Presentational tasks: *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

Each group will have the opportunity to host their party. In the target language the group will explain:

- Why they chose to host this type of party
- The cost of the party
- The venue and decorations
- Their menu and how to make one dish from their menu
- How to play a specific game at their party

The rest of the class will be involved in the presentation by asking questions, playing the game and asking for clarification when needed.

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning targets for this unit:

Interpretive:

I can understand the main idea in short, simple messages and presentations on familiar topics.

- I can understand more complicated directions and instructions in familiar settings when accompanied by visuals.
- I can follow directions in more complicated situations.

Interpersonal:

I can ask and answer questions on factual information that is familiar to me.

I can have a simple conversation on a number of everyday topics.

- I can ask for and give examples to explain something further.
- I can talk to someone about hobbies and interests.
- I can give more information to explain something I did.
- I can ask additional questions to get more information.
- I can express preferences and negotiate a choice.

Presentational:

I can present information on plans, instructions and directions.

- I can explain the rules of a game.
- I can give a series of instructions and plans.
- I can give multistep instructions for preparing a recipe.

Intercultural:

I can compare and contrast some behaviors or practices of other cultures and my own.

- I can compare and contrast how people celebrate and plan a party.

I can make some generalizations about a culture.

- I can make some generalizations about a culture and its celebrations.
- I can recognize and refer to elements of popular culture.

I can handle short interactions with peers and colleagues in familiar situations at school, work or play.

- I can handle short interactions with peers and colleagues in planning a party.

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E.

UNIT CONTENT and AUTHENTIC RESOURCES

Content

Language functions: Expressing preferences (deciding within the group as to which kind of party to host), asking for clarifications, answering questions, seeking information and giving feedback

Vocabulary: Any vocabulary related to party planning (e.g., food, decorations, budget, game rules etc.); use of classifiers and descriptions

Authentic / Other Resources

(audio, video or text related to this unit)

<http://www.deaftv.com/film/FADs-New-Year-Party/>

[http://www.deaftv.com/film/How-to-Throw-a-Halloween-Party-](http://www.deaftv.com/film/How-to-Throw-a-Halloween-Party-DeafPod/)

[DeafPod/http://www.deaftv.com/film/Ice-Breaker-Party/](http://www.deaftv.com/film/Ice-Breaker-Party/)

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F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

- Do you like parties?
- What type of party would you like to plan and host?
- What games would you like to play at this party?
- How would you explain the game?

[Instructional Strategies and Formative Assessments](#)

Formative Tasks and Assessments:

- Teacher observes students planning a party in small groups in the target language.
- Teacher asks questions of the group to lead them to appropriate use of grammatical structures and vocabulary.
- Teacher provides feedback on progress of the planning.
- Students watch native speakers teaching a group of people how to play a game and answer comprehension questions based on what they see.
- Students turn in a copy of their party plans. Teacher checks for appropriateness.

Interpretive Tasks and Strategies:

- Students watch native speakers teaching a group of people how to play a game and answer comprehension questions based on what they see.

Interpersonal Tasks and Strategies:

- Students work together in small groups and come up with a plan to submit to the teacher for approval.

Presentational Tasks and Strategies:

- Teacher shows examples and models expectations of the presentation.
- Students practice in their groups and prepare to share with the class.

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Diverse Learners:

- Multisensory presentation (visuals, tasting, kinesthetic)
- Stretching vocabulary
- Grouping strategies
- Opportunity for questioning and clarification
- Opportunity for students to share in the planning and presentation responsibilities, using language according to their needs

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G.

CONNECTIONS**21st-Century Skills:**

- Students as critical thinkers formulate opinions and solve problems.
- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text and to present information, concepts and ideas.
- Students use the target language in a real-world scenario.
- Students collaborate to create a unique and interesting experience for the whole class. They convince others of the merits of an idea and make concessions as needed. They share work and work toward a common goal.
- Students predict how the class might get confused in the game and prepare alternative explanations.

Technology:

- Students research on the internet the cost of items for the party.
- Students create a PowerPoint presentation to coordinate their information.

Other Connections:

- Students use math skills, language skills and artistic skills while planning their party.

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