



# American Sign Language I

Unit	Objectives	Standards	Resources
Benchmark		<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p><b>NJ: Grade 12</b>  <b>9.3 – Career &amp; Technical Education (CTE): Education &amp; Training Career Cluster®</b>  <b>Career Cluster®: Education &amp; Training (ED)</b></p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
Introduction	<ul style="list-style-type: none"> <li>To understand basic ASL grammar and syntax with introductory key phases</li> <li>To introduce ASL as a language</li> <li>To introduce the history of ASL</li> <li>Define language and culture and the relationship between the two</li> <li>To introduce ASL as a central part of Deaf Culture</li> <li>To learn, describe, and manipulate 5 parameters of ASL</li> <li>To demonstrate proper signing space</li> <li>To learn and apply and dominance consistently</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 9-10</b></p> <hr/> <p><b>Language</b>  <b>Language Progressive Skills</b></p> <p>L.3.3a. Choose words and phrases for effect.</p> <p><b>NJ: 2020 SLS: World Languages</b>  <b>NJ: Novice-Mid</b></p> <hr/> <p><b>Interpretive Mode</b>  <b>Core Idea: Learning a language involves interpreting meaning from</b></p>	<p><b><u>Core Text</u></b></p> <ul style="list-style-type: none"> <li>Master ASL! Level one by Jason Zinza</li> <li>Fingerspelling, Numbers, and Glossing by Jason Zinza</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li><a href="http://www.lifeprint.com">www.lifeprint.com</a></li> </ul>

- To introduce and understand the role of non-manual sign (NMS) as a component of ASL
- To learn ASL alphabet and numbers, 0-30
- To demonstrate proper hand position for fingerspelling
- To learn proper use of fingerspelling
- To understand and use basic classifiers (CL:1, CL:3, CL:"aircraft") and their functions in ASL
- To learn survival signs and key phrases
- To introduce, label and review part of speech in English

**Question(s):**

What is your name? Do you understand?

Structure: ASL parameters

Culture: greetings and introductions, leaving, getting attention, voice-off, Deaf/deaf

**Learning Targets:**

- Name, compare and demonstrate ASL parameters
- Greet and exchange names with peers
- Recognize that ASL and English are two different languages
- Demonstrate knowledge of basic courtesies and manners in Deaf culture
- Recognize and produce the ASL alphabet correctly by memory (receptive and expressive)

**listening, viewing, and reading culturally authentic materials in the target language.**

**Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

**Interpersonal Mode**

**Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.**

**Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.**

- [www. asl.ms](http://www.asl.ms) (fingerspelling practice)

**understands and communicates at the word level and can use memorized words and phrases independently to:**

- Respond to learned questions.**
- Ask memorized questions.**
- State needs and preferences.**
- Describe people, places, and things.**

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.

### **C. Presentational Mode**

**Linguistic:**

**The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:**

- Make lists.**
- State needs and preferences.**
- Describe people, places, and things.**

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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<p>Unit 1: Welcome</p>	<ul style="list-style-type: none"> <li>• To learn everyday expressions, proper greetings and farewells</li> <li>• To demonstrate comprehension and expression of basic conversations/dialogues</li> <li>• To introduce yourself and others</li> <li>• To learn basic ASL sentence structure</li> <li>• To understand and demonstrate person pronouns</li> <li>• To demonstrate simple information supported by visuals (pictures, props, gestures)</li> <li>• To understand and demonstrate identified directional verbs</li> <li>• To understand the role of non-manual signals and movement in negations (nod, shake, yes, no)</li> <li>• To ask and answer Unit 1 questions: what, where, when, who, why, which, how, yes/no</li> <li>• To learn how to interact appropriately with Deaf people</li> <li>• To introduce and apply mouth morphemes in Unit 1 vocabulary (sick, lousy, tired, late/not yet)</li> <li>• To learn the role of facial expressions and non-manual signals</li> <li>• To learn the significant of sign variations</li> <li>• To identify differences in sign variation of specified vocabulary</li> <li>• To understand identified linguistic flexibility with ASL (ex. assimilation, compound signs)</li> <li>• To learn identified compound signs</li> <li>• To understand variations, dialects and regional differences in sign</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b></p> <hr/> <p><b>Language</b> <b>Language Progressive Skills</b></p> <p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>NJ: 2020 SLS: World Languages</b> <b>NJ: Novice-Mid</b></p> <hr/> <p><b>Interpretive Mode</b> <b>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</b> <b>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p><b>Interpersonal Mode</b></p>	<p><b><u>Core Text</u></b></p> <ul style="list-style-type: none"> <li>• Master ASL! Level one by Jason Zinza</li> <li>• Fingerspelling, Numbers, and Glossing by Jason Zinza</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.lifeprint.com">www.lifeprint.com</a></li> <li>• <a href="http://www.asl.ms">www.asl.ms</a> (fingerspelling practice)</li> </ul>

- To understand variations, dialects and regional differences in signs
- To explain the Deaf President Now movement, its impact and significance
- To explain the significance of Gallaudet University within Deaf culture
- To introduce and learn about famous Deaf Figures (Marlee Matlin, Nyle Dimarco, Heather Whitestone, Sean Forbes etc).

**Question(s):**

- Whats up, How are you? What is the homework? When is the homework due? Are you hearing/Deaf? Are you sick? Why are you late? May I go to the bathroom?

**Structure:**

- Statements: to-be verbs, closing signal
  - Time-topic-comment: SVO
  - Non-manual signals: eyebrows up, eyebrows down
  - Introduction to directional verbs
  - Introduction to pronouns (singular and plural)
  - Sign conceptualization pg. 23

**Culture:**

- Getting attention, eye contact, introductions related to personal information, lipreading/mouthing,

**Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.**

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7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

**Presentational Mode**

**Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

**Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.**

	<p>deafness as a cultural identity (Deaf/deaf), Deaf events, applause</p>	<p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p><b>NJ: 2014 SLS: World Languages</b>  <b>NJ: Novice-Mid</b></p> <hr/> <p><b>B. Interpersonal Mode</b>  <b>Linguistic:</b>  <b>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:</b>  <b>-Respond to learned questions.</b>  <b>-Ask memorized questions.</b>  <b>-State needs and preferences.</b>  <b>-Describe people, places, and things.</b></p> <p>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.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>Copyright © State of New Jersey, 1996 - 2020.  <a href="#">American Sign Language   Interdisciplinary Standards.docx</a></p>	
<p>Unit 2: Getting Started</p>	<ul style="list-style-type: none"> <li>• To ask for help and clarification</li> <li>• To engage in conversation on a variety of topics</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 9-10</b></p> <hr/>	<p><b><u>Core Text</u></b></p>

- To improve familiarity with ASL grammar and syntax
- To apply Wh signs and facial expressions
- To understand iconic and arbitrary signs
- To expand knowledge of cultural view of Deafness (Deaf pride)
- To produce appropriate movement for non-verb pairs
- To identify noun-verb pairs
- To expand knowledge of mouth morphemes (finish-"fsh")
- To understand and apply directionality with specified verbs
- To introduce agent marker
- To learn the function of classifiers
- To apply classifiers for people, vehicles, and eyes (CL:2 (two meanings) CL:3)
- To introduce adverbs/adjectives using flexibility in movement and NMS
- To identify and use numbers 30-100
- Introduce months, days of the week and birthdays
- Introduce simple past, present and future tenses
- To understand the relationship between language and culture
- To compare the perspectives of deafness (ex. pathological, cultural)
- To expose students to a variety of academic vocabulary and figurative language
- To expand knowledge of contemporary Deaf figures in USA
- To learn about significant people in Deaf history (Laurent Clerc, Thomas Hopkins Gallaudet, Alice)

## Writing

### Text Types and Purposes

**NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## NJ: 2020 SLS: World Languages

### NJ: Novice-Mid

#### Interpretive Mode

**Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

**Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

- Master ASL! Level one by Jason Zinza
- Fingerspelling, Numbers, and Glossing by Jason Zinza

### Supplemental Resources

- [www.lifeprint.com](http://www.lifeprint.com)
- [www.asl.ms](http://www.asl.ms) (fingerspelling practice)

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<p>Unit 3: Getting to Know You</p>	<ul style="list-style-type: none"> <li>• To expand ASL skills and topic-comment structure</li> <li>• To understand how ASL “name signs” are created</li> <li>• To learn the common categories of name signs</li> </ul>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 9-10</b></p> <hr/> <p><b>Language</b>  <b>Knowledge of Language</b>  <b>NJSLSA.L3 Apply knowledge of language to understand how</b></p>	<p><b><u>Core Text</u></b></p> <ul style="list-style-type: none"> <li>• Master ASL! Level one by Jason Zinza</li> </ul>

- To incorporate numbers into conversation
- To use possessive signs and deixis appropriately
- To distinguish possessive vocabulary (possessive pronouns vs. personal pronouns)
- To compare and contrast English/ASL pronouns (i.e. gender specific, number specific)
- To expand use and application of holidays, birthdays, calendar concepts
- To discuss personal preferences
- To ask and answer questions about one's background
- To understand the cultural significance of identity and personal history
- To share information about backgrounds
- To understand how eye gaze relates to deixis (referent)
- To understand there are different signed languages around the world
- To learn a listing technique for up to 5 topics
- To learn how ASL uses space to show compound ideas (i.e. shoulder shifting)
- To compare conjunctions in English with common ASL structures
- To introduce assistive technology commonly used in the Deaf-World
- To introduce rhetorical question sentence structure to give information
- Compare/contrast functions of rhetorical questions in English and ASL

**Question(s):**

- Where are you from? Where were you born? What is your favorite color? Why did you move here? Where did you grow up? When is Thanksgiving? What is your email?

**language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

L.9-10.3a. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**NJ: 2020 SLS: World Languages**

**NJ: Novice-Mid**

**Interpersonal Mode**

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7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

- Fingerspelling, Numbers, and Glossing by Jason Zinza

**Supplemental Resources**

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**Structure:**

- Statements: rhetorical questions
- Eye gaze-deixis, listing techniques, conjunctions, possessive pronouns

**Culture:**

- Significance of identity and background, video phone, TTY, alarms, assistive technology, name signs, global signed language, regional variations, cochlear implants/amplification

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

**Presentational Mode**

**Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

**Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.**

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-

appropriate, culturally authentic materials orally or in writing.

**NJ: 2014 SLS: World Languages**  
**NJ: Intermediate-Mid**

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**C. Presentational Mode**

**Linguistic:**

**The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:**  
**-Handle simple transactions related to everyday life**

- 1. Express needs.**
- 2. Give reasons.**
- 3. Express an opinion and preference.**
- 4. Request and suggest.**

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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[American Sign Language I Interdisciplinary Standards.docx](#)

Unit 4:  
Family and  
Friends

- To recognize and use gender distinction in ASL (name location)
- To understand and use contrastive structure
- To gain exposure to Deaf art
- To sign about family, friends and relationships
- To use pronoun signs appropriately in all settings
- To expand knowledge of listing and ordering techniques
- To expand knowledge of shoulder shifting for multiple concepts
- To recognize, label and use compound signs
- To identify location and syntax of the age spot
- To understand languages evolve and change
- To create a project for the World Language Festival
- To expand knowledge of other languages and cultures
- To engage in dialogues about relationships
- To use appropriate NMS with descriptive vocabulary
- To expand knowledge of number distinction in pronouns in ASL
- To understand how NMS and movement inflect signs to form adverbs
- To expand knowledge of mouth morphemes for size concepts
- To develop an understanding of different dynamics and perspectives of hearing and Deaf cultures
- To understand the differences between languages, contact language and signed systems (ex. PSE, Signed English, SEE) • To compare languages with signed systems

**NJ: 2016 SLS: English Language Arts**  
**NJ: Grades 9-10**

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**Language**

**NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.**

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

**NJ: 2020 SLS: World Languages**  
**NJ: Novice-Mid**

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**Interpretive Mode**

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7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

**Core Text**

- Master ASL! Level one by Jason Zinza
- Fingerspelling, Numbers, and Glossing by Jason Zinza

**Supplemental Resources**

- [www.lifeprint.com](http://www.lifeprint.com)
- [www.asl.ms](http://www.asl.ms) (fingerspelling practice)

		<p>culture(s)/language in familiar and some unfamiliar situations.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p> <p><a href="#">American Sign Language   Interdisciplinary Standards.docx</a></p>	
<p>Unit 5: School Days</p>	<ul style="list-style-type: none"> <li>• To improve conversational skills</li> <li>• To sign about school and school life</li> <li>• To expand use and knowledge of agent markers</li> <li>• To understand Deaf education options</li> <li>• To expand use of classifiers: (CL: ^ 1, 4, bent 5, 3, and 1) to give directions/location</li> <li>• To tell time and converse about time</li> <li>• To identify and use the time spot in ASL</li> <li>• To comprehend directions in target language to complete tasks</li> <li>• To engage in dialogues about locations</li> <li>• To identify agent markers in school vocabulary</li> <li>• To increase visual processing and distinguish differences in similar signed movements and handshapes</li> <li>• To distinguish between multiple meanings/concepts of vocabulary</li> <li>• To expand knowledge of idioms, figurative language in English and ASL</li> </ul> <p>• To expose students to a variety of academic vocabulary and figurative language</p> <p><b>Question(s):</b> Where do you want to go to school/college? What is your favorite class? What is your major? Where is the cafeteria? (give directions)</p>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 9-10</b></p> <hr/> <p><b>Language</b> <b>Conventions of Standard English</b> <b>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.9-10.2c. Spell correctly.</p> <p><b>Language Progressive Skills</b></p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <hr/> <p><b>NJ: 2020 SLS: World Languages</b> <b>NJ: Novice-Mid</b></p> <hr/> <p><b>Interpretive Mode</b> <b>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</b></p>	<p><b><u>Core Text</u></b></p> <ul style="list-style-type: none"> <li>• Master ASL! Level one by Jason Zinza</li> <li>• Fingerspelling, Numbers, and Glossing by Jason Zinza</li> </ul> <p><b><u>Supplemental Resources</u></b></p> <ul style="list-style-type: none"> <li>• www.lifeprint.com</li> <li>• www.asl.ms (fingerspelling practice)</li> </ul>

**Structure:** Listing techniques (more than 5), use of space/reference points, time spot, agent mark review, signers perspective

Culture: Discuss controversies related to educational placements and instructional methods for Deaf children

**Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **Interpersonal Mode**

**Core Idea: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.**

**Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly**

**describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

**Presentational Mode**

**Core Idea: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

**Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and**

**things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.**

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**NJ: 2014 SLS: World Languages**  
**NJ: Intermediate-Mid**

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**A. Interpretive Mode**

**Linguistic:**

**The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:**

- Identify the main idea and some supporting details when reading.**
- Understand the gist and some supporting details of conversations dealing with everyday life.**
- Infer the meaning of some unfamiliar words when used in familiar contexts.**

7.1.IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

		<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p> <p><a href="#">American Sign Language   Interdisciplinary Standards.docx</a></p>	
			<hr/>
Holocaust	For students to appreciate the causes and impact of the Holocaust.		Holocaust Curriculum Universal9-12.docx
			<p>LGBTQ Curriculum.docx</p> <p><a href="https://www.teach.lgbt/subject...">https://www.teach.lgbt/subject...</a></p>

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