



ASL I - Unit 5 - What do I do everyday?

Unit Focus

In Unit 5, students of ASL 1 will be exploring how to discuss their preferences for hobbies, plans for activities, and even look at events they've done in the past. This unit will cover not only hobbies, but also how to discuss time and dates. Students will be working on their collaborative and presentational skills in this unit, with activities and the PBA focusing on the ability to present information and to work as a team. The unit will culminate in students presenting their summer plans to the rest of the class in whichever live format students feel most comfortable with.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) - Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) - Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) - Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) - School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1) - Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2) Madison Public Schools Profile of a Graduate Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U2 One can use language skills to pursue personal interests and broaden his/ her opportunities. U3 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	<i>Students will keep considering...</i> Q1 Is what I'm saying understood? Q2 How do I use my target language to work with others to achieve a common goal?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Vocabulary: Time concepts - Days of the Week, Months, Time	<i>Students will be skilled at...</i> S1 Telling time and dates S2 Talking about daily activities, errands, and chores

Stage 1: Desired Results - Key Understandings

	K2 Vocabulary: Daily Activities - STAY HOME, HOUSE CLEAN++, COOK, PLAY GAME, TV WATCH, DO++, WHEN, GO-TO, LEAVE FOR, WORK, SCHOOL, LIBRARY, STUDY, GYM, EXERCISE, GIVE, TAKE ASK, SHOW, THROW, TELL, NEWSPAPER, CLOTHES, WASH CLOTHES, FLOOR SWEEP, FEED (ANIMAL), ENJOY, NOT MIND, DETEST, DUTY, POSSESSIVE PRONOUNS (MY, YOUR/HIS/HER/ITS, THEIR, OUR, THEIRS), FINISH, NOT YET, MUST, BEACH, MUSIC, MUSEUM, SWIMMING, VISIT, SIGHTSEEING, LISTEN, FUN, NICE, ENJOY, JOIN, HELP, CAN'T, SORRY (JOB AND ACTIVITY RELATED VOCABULARY IS STUDENT GENERATED AND SHOULD BE SHARED WITH GROUP!) ADD MORE VOCAB FROM P. 425 K3 Agreement Verbs - These are verbs that change to show that something is being done to or for someone else (e.g., the verb "throw" is different from "throw to x") - indirect objects	S3 Talking about future or past plans S4 Giving and receiving actionable feedback S5 Presenting ideas and concepts learned in class that has been personalized to be about them
--	--	---