



ASL I - Unit 4 - My family tree

Unit Focus

In the fourth unit of ASL I, students will learn to describe themselves more in relationship to their own family members. Students will be asked to sign more in a live setting, including many class activities that will allow students to practice in front of each other and the class. The unit will culminate in the students talking about their own family and a favorite childhood memory in a live setting. In preparation for the end of the year, students will also engage in goal-setting and self-reflection, looking forward to next steps in their experience with ASL.

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) - Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2) - Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2) - 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 - Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<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 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Knowledge of another language and culture help one to participate in the global community (real and virtual). U3 Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect).	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How can I connect with people (right now) who speak another language?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Family vocabulary: SON, DAUGHTER, INFUTURE, MOTHER, FATHER, STEP MOTHER, STEP FATHER, SISTER, BROTHER, STEP-SISTER, STEP-BROTHER, HALF-SISTER, HALF-BROTHER, PARTNER,	<i>Students will be skilled at...</i> S1 Speaking about the ages of family members (numbers 1-100) S2 Describing family members S3 Presenting a short story about their past S4 Reflecting on past performance

Stage 1: Desired Results - Key Understandings

GRANDPARENTS, AUNT UNCLE COUSIN, NEPHEW, NIECE

K2 Family Comparison Vocabulary: MAYBE, NOT, NONE, HAVE, LIKE, WANT, NEED, YOU-TWO, US-TWO, THEY-TWO, BE-CLOSE-TO, INTERESTING, HOW OLD?, MONTH, WEEK, YEAR, HOW MANY? ADOPT, DIVORCE, MARRY, SEPARATE, QUARREL, FALL-IN-LOVE, FOR++, HOW-OLD?, KEY, BIRTHDAY, ANNIVERSARY, VACATION, GRADUATION, WEDDING, CUTE, PRETTY, HANDSOME, LOOK-LIKE YOU, NICE, YOUNG, OLD

K3 Vocabulary about age, numbers through 100

K4 Personal and possessive pronouns

S5 Expressing negations (x is not y...)