ASL 1 - Unit 3 - Where you call home

Unit Focus

In the third unit of ASL I, students will use their newfound skills of writing a gloss (Unit 2) and fingerspelling in order to talk about places, homes, and vacation locations. Students will interview each other and practice their receptive skills. The emphasis of in-class time will focus on improving the fluency and recognition of signs done by others.

In terms of topics, students will be working on locations and directions, animals and house-pets, and the numbers 30-66.

The unit will culminate in students creating a script about a dream home or vacation with another student by creating a gloss and submitting a practiced video of their final skit.

Stage 1: Desired Results - Key Understandings

Standard(s)

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)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2)
- 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)
- 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)

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Transfer

Students will be able to independently use their learning to...
T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.

Meaning

Understanding(s)

Students will understand that...
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.

Essential Question(s)

Students will keep considering...
Q1 What do I do when I don't understand?
Q2 What am I trying to say and how do I say it?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Vocab List: Locations and directions - WHERE?, AREA, PLACE, CITY, NEAR, FAR, EAST, WEST, SOUTH, NORTH, APT, HOUSE, TOWNHOUSE, MOBILE HOME, DORM, CONDO, OUTSIDE, WINDOW, DOOR, CLASSROOM, BATHROOM, OFFICE, LIVING ROOM, DINING ROOM, BATHROOM, BEDROOM, HALLWAY, LIVE, ADDRESS, VACATION

Skill(s)

Students will be skilled at...
S1 Giving and receiving directions to locations
S2 Describing a dream home or vacation
S3 Creating a gloss for easy translation into ASL
S4 Working with another student to create a finished product

Stage 1: Desired Results - Key Understandings		
	K2 Vocab List: Home/Roommate vocabulary - TABLE/DESK, FLOOR, SHELF, TV, PENCIL, PAPER, BOOK, CUP, PUT, OH-I-SEE, HIDE, LOOK FOR, FIND, SUMMON, WHICH?, BIG, LARGE, SO-SO, LIKE, DETEST, PEOPLE, ALONE, WITH, ROOMMATE, HAVE, HAVE NONE, NEED, DRINK, EAT, BUY, PRACTICE, THANK YOU, FINE++, MINUTE, HOUR, HOW MANY?COME HERE, ARRIVE, THINK, SORRY FORGET, NOT UNDERSTAND, MORE, NOT KNOW, RIDE-IN, WALK, GO-TO, WORK **K3** Vocab List: Pets - PET, ANIMAL, CAT, DOG, BIRD, FISH (other student generated pets) **K4** Numbers 30-66 **K5** WH: Question words (Who, what, where, when, how)	