



ASL 1 - Unit 2 - My Autobiography

Unit Focus

In the second unit of American Sign Language (ASL) I, students will be introduced to the process of creating a script for interpretation, called a Gloss. A gloss simplifies written English into signable language, an important skill since signing does not necessarily use all the grammar or vocabulary that written English would use. Fingerspelling and numbers will be highlighted again, as students will give personal information about themselves and others.

Leisure activities will be discussed.

The unit will culminate in the students creating a script where they will introduce themselves. Since the unit is focusing on design, the creative process is more important than the result. The skill of glossing will remain a process and skill throughout all ASL units and classes.

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) - 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) - 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) - Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2) - 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) - Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language	<i>Students will be able to independently use their learning to...</i> T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T2 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	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 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 Is what I'm saying understood? Q3 How does the target language/ culture compare and contrast with my own? How do I use that comparison to connect with people?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Numbers: 1-29	<i>Students will be skilled at...</i> S1 Writing a Gloss for a script

Stage 1: Desired Results - Key Understandings

through comparisons of the language studied and their own. (C.4.1) - 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 - Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)	K2 Leisure Activities: The list should include, but not be limited by the following - LIKE, DON'T LIKE, HATE, LOVE, YEAR, MONTH, WEEK, DAY, GROW UP, MORNING, AFTERNOON, EVENING, COMPUTER, SLEEP, EAT, READ, DRINK, PLAY, GAME, BICYCLE, EXERCISE, BOWL, RUN, COOK, SEW, KNIT, WATCH, TV, MOVIE, PAINT, WALK, BUY, SHOP, TRAVEL, CAMP, FISH, START, WIN, LOSE, TALK, CHAT, TIE K3 Classroom vocabulary - The vocabulary must include, but not be limited to: SPANISH, FRENCH, ENGLISH, LANGUAGE, CLASS, CLASSROOM, ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL, COLLEGE, UNIVERSITY, YES/ NO, BOTH, HOW ARE YOU, FINE, SO-SO, TIRED, SICK, HUNGRY, THIRSTY, MOST, SOME, FEW, ALL, NOTHING, HARD, EASY, PAY ATTENTION, NOT PAY ATTENTION, REMEMBER, FORGET	S2 Counting and using numbers (1-29) S3 Giving and following directions S4 Giving and interpreting descriptions of themselves and others. S5 Asking for help with communication (called communication repair, e.g., Can you sign more slowly, but in ASL)
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