



ASL 2 - Unit 4 - Let's Go Shopping!

Unit Focus

In the final unit of ASL 2, students will learn to describe a neighborhood, give directions, and discuss price at stores and restaurants. They will practice these skills in a variety of creative activities that may include playing an ASL version of The Price is Right, teaching the class how to prepare a simple dish, and even leading their classmates on a wild goose chase in a scavenger hunt. Additionally, students will continue the book study they began in Unit 3, finishing a text relating to Deaf culture and reflecting on its significance. The unit will conclude with students planning and acting out a day trip to New York City that includes a restaurant, shopping, and an activity, as well as transportation and a responsible budget.

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) - 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 through comparisons of the language studied and their own. (C.4.1)	<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 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.	
	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) U3 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U4 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How do cultural products and practices reflect the beliefs and values of a people?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Vocabulary for neighborhood description: NEIGHBOR, NEIGHBORHOOD, MIXTURE (TYPES AND STYLES OF RESIDENCES), OVER, AREA, BUSINESS, FACTORY, HOME,	<i>Students will be skilled at...</i> S1 Describing a neighborhood S2 Communicating about time and making a schedule

Stage 1: Desired Results - Key Understandings

- 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)

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)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

HOUSE, FARM, COUNTRY, HILLS, APT, LOFT, CONDO, POOL, STUDIO, TRAIL, MARKET, FERRY, YOUNG, OLD, ARTIST, more vocabulary p. 162-168, PANORAMIC VIEW, WHAT YOU LIKE ABOUT THE AREA, WHAT YOU DON'T LIKE ABOUT THE AREA, WHAT MY NEIGHBORHOOD LOOKS LIKE, HOW LONG, NEARBY, ONE BLOCK AWAY, NEXT TO, FUTURE PLANS

K2 Vocabulary for discussing time: HOUR + MINUTE combinations, TO LEAVE/DEPART, ARRIVE/REACH, BEGIN/START, FINISH/COMPLETE, GET UP, GO TO BED, WHAT TIME?

K3 Vocabulary and structures for giving directions: CORNER, NEXT TO, ACROSS FROM, BEHIND, IN FRONT OF, ETC. more vocabulary on page. 187

K4 Vocabulary for describing a restaurant: RESTAURANT, LOOKS LIKE, FOOD, WHAT KIND OF FOOD, GIVE OPINION, FRONT DOOR, LIGHTING, STONE WALL, more vocabulary p. 196 and p. 199

K5 How to ask a yes/no question in ASL

K6 Vocabulary and structures for discussing cost: CENTS, DOLLAR, NUMBER, HOW MUCH, MONEY, EXPENSIVE, CHEAP, POPCORN, WHISTLE, GUM, CANDY, DEER, MEDICINE, CHIPS, more vocabulary p. 258, 272

K7 Basic plot, character development, and symbolism from a novel relating to deaf culture.

S3 Giving and following directions (walking, driving)

S4 Describing a restaurant

S5 Asking yes/no questions

S6 Discussing cost

S7 Summarizing the major events, themes, and symbols from a story and reflecting on what they have learned about deaf culture.