ASL 2 - Unit 2 - Who wore it best?

Unit Focus

In the second unit of ASL 2, students will learn to describe the physical appearance of people and personal objects, with a focus on clothing and accessories. Throughout the unit, they will engage in a variety of practice activities including describing a bandit who committed a crime, creating the perfect outfit for a celebrity, and participating in a hidden "show and tell". As a culminating activity, students will create a fashion line to showcase outfits from different decades, for different situations.

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)
- 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)
- 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)

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)

Transfer

Students will be able to independently use their learning to...

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)

Students will understand that...

U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)

U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)

U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)

Essential Question(s)

Students will keep considering...

Q1 What am I trying to say and how do I say it?

Q2 How do I use my target language to work with others to achieve a common goal?

Q3 What does the source or text say? What does it mean?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Vocabulary: height, position, clothing, appearance, p. 4, 14

K2 Vocabulary: Numbers, Years, How many, p. 17, 45, 53

K3 Vocabulary: Describing personal items, p. 20, 47

K4 The many meanings and translations of "have" (possess, have to, have done, not yet done, do not possess)

K5 Language structures: Transporting people, Greetings and leave-takings

Skill(s)

Students will be skilled at...

S1 Describing the appearance of people and objects

S2 Translating "have" appropriately

S3 Discussing arrivals, departures, and transportation of people