



ASL 2 - Unit 1 - The story of my life

Unit Focus

In ASL 2, Unit 1, students will learn how to tell personal narratives in ASL, including how to introduce characters, how to shift between the roles of different characters, how to reference space, and how to use transitions and pauses to engage the audience. Students will view several well-known stories from the Deaf community as storytelling models. Ultimately, students will be working on iterations of a personal summer story that will be presented to the class in a PBA, learning how to add detail and storytelling elements into expressed narratives.

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) - 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)	<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 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. 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 Is what I'm saying understood? Q3 How do cultural products and practices reflect the beliefs and values of a people? Q4 Is what I'm saying and doing culturally appropriate?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Vocabulary: The Timber Story, Signing Naturally book 1, p. 310 K2 Vocabulary: The Gum Story, Signing Naturally book 1, p. 319	<i>Students will be skilled at...</i> S1 Comprehending a narration S2 Telling personal stories with a beginning, middle, and end

Stage 1: Desired Results - Key Understandings

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)

K3 Vocabulary: The Gallaudet and Clerc Story, Signing Naturally book 1, p. 329-331

K4 Vocabulary: Words associated with childhood stories: Signing Naturally book 1 p. 339

K5 The elements of storytelling: one-person role shifts, two-person role shifts, entrances and exits, transitions, pauses, engaging the audience, spatial agreement, beginning/middle/end

K6 Basic information about topics relating to Deaf awareness

S3 Incorporating and identifying the elements of storytelling in narration

S4 Utilizing the signing space to indicate role shift and location

S5 Informing the community about Deaf culture