



ASL 2 - Unit 3 - What's your problem?

Unit Focus

In the third unit of ASL II, students will learn to explain problems and offer advice/suggestions for what to do and what not to do in a given situation. Additionally, throughout the second half of the course, students will begin a book study, in which they read a novel relating to Deaf culture and reflect on their understanding of what it means to be deaf. Ultimately, students will create a dramatization in the style of a telenovela, to demonstrate their understanding of explaining and resolving difficult situations.

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)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations. T3 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 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U2 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events). U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people. U4 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	<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 differences impact how people react and interact? Q4 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 relating to requests: DELIVER, ENTHUSIASTIC, GIVE INSTRUCTIONS, WHY, YOURSELF, LET'S SEE/LET'S TRY, VOLUNTEER, GIVE FOOD TO ANIMALS, PAST/LATE, BUSINESS, FINISH, STORY/NARRATIVE, RUN OUT OF, PUT COINS IN THE METER, GET ALONG, ARRIVE, p.74 more vocabulary	<i>Students will be skilled at...</i> S1 Explaining a situation and making requests S2 Communicating with reference to the time of year

Stage 1: Desired Results - Key Understandings

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)

K2 Vocabulary: Months of the year, and Seasons

K3 Vocabulary and language structures for agreement verbs: TO TELL, TO CALL, SEND (MAIL), INFORM (GIVE NEWS), GIVE MONEY, TO BAWL OUT, IRRITATE/BOTHER, TO TEASE, TO BORROW, IGNORE

K4 Vocabulary for problems/advice: TO PARK (VEHICLE), EXPENSIVE, GAS EMPTY, TIME, SEARCH/LOOK FOR, FILL WITH GASOLINE, COMPUTER/LAPTOP, more vocabulary p. 103, 114, 126.

K5 Vocabulary and structures for negation and phone numbers: DON'T, WON'T, NOT-HAVE, NO/NONE, CAN'T, HAVEN'T, DIDN'T, REFUSE, NOT YET, SHOULD NOT, NOT DONE/ INCOMPLETE, PROHIBIT, MONEY, MEAT, TRAVELED/BEEN THERE, TEST/EXAM, SEMESTER, CANCEL, ETC, PHONE NUMBER, #s, more vocabulary p. 135-137

K6 Basic plot, character development, and symbolism from a novel relating to deaf culture.

S3 Utilizing agreement verbs in communication

S4 Giving advice or suggestions to resolve a problem

S5 Utilizing negation in communication (i.e. suggesting what not to do)

S6 Summarizing the major events, themes, and symbols from a story and reflecting on what they have learned about deaf culture.