

American Sign Language – Year 2

UNIT 3 PLAN: Personal Descriptions



Description:

For this unit, students will focus on describing theirs and others' **tendencies and personal qualities**. There is also an emphasis on one's **knowledge and expertise** and **reactions** to hypothetical situations. Students will focus on learning about **Keeping Others Informed** and **Minimizing Interruptions in the Deaf-World**.

Georgia Standards/Skills In Focus

- ASL2.IP1A.** Express needs and preferences.
- ASL2.IP1B.** Express feelings and emotions.
- ASL2.IP1C.** Request help and clarification.
- ASL2.IP1D.** Give descriptions.
- ASL2.IP1F.** Ask questions and provide responses based on topics such as self, others, and immediate environment.
- ASL2.IP1G.** Ask questions and provide responses about plans and events.
- ASL2.IP2A.** Initiate, participate in, and close an exchange.
- ASL2.IP2B.** Use simple paraphrasing to convey and comprehend messages.
- ASL2.IP2C.** Use non-manual aspects of ASL to convey and comprehend messages.
- ASL2.IP2D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.
- ASL2.INT1A.** Identify main ideas and essential details while viewing an ASL signed narrative.
- ASL2.INT1C.** Understand instructions.
- ASL2.INT1D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.
- ASL2.INT2A.** Differentiate among statements, questions, and commands.
- ASL2.INT2B.** Comprehend basic non-manual markers.
- ASL2.P1A.** Retell main ideas and essential details from level-appropriate ASL materials.
- ASL2.P1B.** Give brief, organized signed presentations, using visual and technological support as appropriate.
- ASL2.P1C.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.
- ASL2.P2A.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.
- ASL2.P2B.** Demonstrate comprehension of material.
- ASL2.CU1A.** Participate in real or simulated cultural events.
- ASL2.CU1B.** Identify patterns of behavior typically associated with Deaf culture.
- ASL2.CCC1B.** Relate information acquired in other subjects, such as the use of technology.
- ASL2.CCC2A.** Compare and contrast social conventions of the target culture with the student(s)' own culture.
- ASL2.CCC3A.** Compare vocabulary usage and structural patterns of the target language with English.
- ASL2.CCC3B.** Use level-appropriate idiomatic expressions and slang in the target language.

Targeted Proficiency Range

Interpersonal: SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency.

Interpretive: SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency.
Presentational: SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency.

Essential Question(s):

What is the importance of keeping others informed while minimizing interruptions in the Deaf-World?
 How do my tendencies, personal qualities, knowledge and expertise and hypothetical reactions to situations compare with those around me as well as within the Deaf-World?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to tendencies, personal qualities, knowledge and expertise and hypothetical reactions.	I can understand, interpret, and analyze what is viewed related to tendencies, personal qualities, knowledge and expertise and hypothetical reactions.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences of viewers, related to tendencies, personal qualities, knowledge and expertise and hypothetical reactions.

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the American Deaf Culture.	I can exchange simple information in signed language, utilizing cultural references where appropriate to function in the American Deaf-World.
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Cultures.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to function in the American Deaf-World.

CONNECTIONS	COMPARISONS	COMMUNITIES
I can build, reinforce, and expand my knowledge of the history of ASL, Deaf Education, and the nuances of the American Deaf-World while using signed language to develop critical thinking and to solve problems creatively.	I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.
I can access and evaluate information and diverse	I can demonstrate understanding of the nature of	I can set goals and reflect on my progress in using signed

perspectives that are available through signed language and the American Deaf Culture.	culture through comparisons of American Deaf Culture and my own.	language for enjoyment, enrichment, and advancement.
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CULTURAL CONTEXT

Keeping Others Informed
Minimizing Interruptions

ESSENTIAL VOCABULARY

Tendencies	Personal Qualities	Knowledge and Abilities
<p>Punctuality GO-TO++ LATE++ SKIP-WORK++ TIME++</p> <p>Approach to Work COMPLETE++ LOOK-AT-up-cont !PAY-ATTENTION! PLAY++ POSTPONE++ WORK-char</p> <p>Level of Accountability BE-BROKE BE-CAREFUL BE-CARELESS GOOD BE-RESPONSIBLE++ IN-GEAR++ GOOD MONEY+EXCHANGE MESSED-UP NOT+BE-RESPONSIBLE++</p> <p>Relating to Others AGREE-with++ BASHFUL++ BE-HONEST BE-NEGATIVE++ BE-POSITIVE++ COMPLAIN++ CRITICIZE++ DISAGREE++ ENCOURAGE++</p>	<p>Disposition BE-WORRIED BIG-HEADED BOASTFUL CHEERFUL COOL/NEAT DO++ FUNNY GOODY-TWO-SHOES HEART+SOFT HUMBLE/MODEST LAID-BACK MAD-char MEAN MISCHIEVOUS ODD/STRANGE POLITE QUIET++ RUDE++ STRICT/STERN STUCK-UP SWEET TALK++ TROUBLE++</p> <p>Dealing with Others ACCEPT++ BE-AFRAID++ BRAVE COLD CRY FLEXIBLE GOOD+BEAR-WITH GOOD+JUDGE</p>	<p>Having Knowledge/Ability BE-EXCEPTIONAL-IN BE-KNOWLEDGEABLE-IN BE-SKILLED-IN</p> <p>Lacking Knowledge/Ability AWKWARD/CLUMSY BE-INEPT BE-MIND-STUPID CAN'T ZERO-FOREHEAD</p> <p>Subjects AMERICA + fs-LIT ARCHITECTURE BUSINESS COUNSELING DEAF + STUDY ECONOMICS ENGINEERING HISTORY INFORM++ TECHNOLOGY or fs-IT INTERPRETING LAW LINGUISTICS MAJOR MATH MEDICINE POLITICS PSYCHOLOGY SCIENCE SOCIOLOGY</p> <p>Positive Reactions</p>

<p>GET-ALONG-WITH INSULT LEAVE-ALONE++ NOSE-IN++ QUIET++ RESPECT-TO SELFISH++ SHARE++ STRAIGHT-TALK-TO SUPPORT++ TALK++, CHAT++, MEET++ TOUCH++ VAGUE+TALK-TO</p> <p>Others !CLEAN! EVADE++ FLICK-SHOULDER++ MINGLE PSHAW TEND-TO TRUST</p>	<p>LAUGH MISUNDERSTAND NARROW-MINDED NONE+BEAR-WITH NOT+SMART OPEN-MINDED PEA-BRAINED SMART STUBBORN UNDERSTAND WARM</p> <p>Comparing People BE-CREATIVE BE-EXPERIENCED CONTACT-TO DISCUSS++ EUROPE TO-FLIRT HAPPEN HIRE/INVITE HURT PICK-UP++ SUPPOSE TRANSFER-TO</p>	<p>BE-RELIEVED BE-THRILLED JUMP-JOY</p> <p>Negative Reactions BE-ANGRY BE-DISAPPOINTED BE-DISGUSTED BE-EMBARRASSED BE-LET-DOWN BE-PUZZLED BE-SCARED BE-SHOCKED JAW-DROP SQUEEZE-THROAT TOUCH-HEART #UPSET</p>
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EXTENDED VOCABULARY

Teacher/Student Choice Vocabulary related to other tendencies, personal qualities, subjects, and reactions.

FUNCTIONS (How to use the language) / FORMS (Language Structures)

Function	Form
<ul style="list-style-type: none"> ● Temporal Aspect ● Predicative Adjectives ● Role Shifting ● Contrastive Structure ● Conditional Clauses ● Key Phrases 	<ul style="list-style-type: none"> ● Movement and Non-Manual Markers changes ● Gender + action/appearance/body position/clothing (description) ● Describe situation(s) involving person being discussed ● Use space on sides of body to compare/contrast people ● SUPPOSE/IF + question ● (person) TEND-TO (describe tendency when doing something) ● (person) SAME-AS ● YES, SAME-AS or #NO, TEND-TO ● SEE (person), (person) (give opinion with predicate adjectives) ● (person) (describe situation using verbs with temporal aspect) ● WAVE-NO. !MISUNDERSTAND! (correct misperception) ● TWO PEOPLE YOU PICK-left, PICK-right, WHO?

	<ul style="list-style-type: none"> ● WHICH IX-left, IX-right MORE/BETTER (personal quality) WHICH? ● SUPPOSE (situation) WHICH IX-left, IX-right YOU PREFER WHICH ● (subject) IX “person” (having knowledge), (subject) ME (lacking knowledge) ● (activity/skill) IN-PAST ME AWKWARD/CLUMSY, NOW BE-SKILLED-IN ● ME BE-EXCEPTIONAL-IN (describe skill) ME BE-EXCEPTIONAL-IN ● SUPPOSE IX “person” BE-INEPT (skill/talent) IX “person” SHOULD [NOT] (activity) ● SUPPOSE (state sequence of events), HOW FEEL YOU or YOU ANSWER/RESPOND HOW
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Suggested Assessment:

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
Students will be given a pre-test to gauge students’ knowledge, skills, strength, and weaknesses beforehand (similar assessment given last year over the same concepts).	Formative assessment will be given throughout the unit to assess students’ understanding throughout the learning process to help teachers adjust their strategies accordingly. This includes immediate feedback, formal vs. informal questions, and exit tickets.	Students will be given a unit test to evaluate student learning at the end of the instructional unit.

Suggested Learning Resources

<p>ASL (OER Resources) American Sign Language I (ASL 121) American Sign Language II (ASL 122) American Sign Language III (ASL 123)</p> <p>Lifeprint FYI: Permission rules regarding use of ASL University and/or Lifeprint.com material</p> <p>Integrated and Open Interpreter Education – Simple Book Publishing</p>
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