

American Sign Language – Year 2

UNIT 5 PLAN: Suggesting Restaurants



Description:

For this unit, students will focus on **describing restaurants**. There is also an emphasis on **telling the price**. Students will focus on learning about **DeafSpace** and the description of Deaf-Friendly Restaurants.

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.
- ASL1.CU1C.** Examine international Deaf communities.
- 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.
- ASL2.CCC4A.** Give information regarding major current events of the target culture.
- ASL2.CCC4B.** Understand the impact of major current events on the target culture.

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 DeafSpace?
 What is a Deaf-Friendly Restaurant?

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 restaurants.	I can understand, interpret, and analyze what is viewed related to restaurants.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to restaurants.

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

DeafSpace
 Deaf-Owned Restaurants
 Famous Deaf Chefs
 International DeafFriendly Restaurants (ex. Starbucks Signing Stores, etc.)

ESSENTIAL VOCABULARY

Describing a Restaurant	Food	
<p>Ethnic Restaurants AMERICA CHINA FRANCE GREECE INDIA ITALY JAPAN MEXICO THAI VEGETABLE</p> <p>Opinions: Price CHEAP COST/PRICE DOLLAR EXPENSIVE HOW-MUCH MEDIUM REASONABLE</p> <p>Opinions: Food CHAMP DELICIOUS DETEST/VOMIT GAG GOOD++ !GOOD! INTERESTING LOUSY #OK</p>	<p>Place Settings FORK KNIFE NAPKIN SPOON</p> <p>Fruits and Vegetables APPLE BANANA LETTUCE ONION ORANGE SALAD TOMATO</p> <p>Meat BACON #BBQ CHICKEN FISH HAMBURGER HOT-DOG MEAT/STEAK SHRIMP</p> <p>Dairy CHEESE MILK fs-YOGURT</p> <p>Breakfast Related</p>	<p>Entrees #PIZZA SANDWICH SOUP SUSHI</p> <p>Sides BREAD fs-FF (french fries) POPCORN fs-RICE</p> <p>Dessert CANDY COOKIE DESSERT HOME+MAKE ICE-CREAM</p> <p>Condiments JAM fs-MAYO fs-MUSTARD KETCHUP PEANUT+BUTTER PEPPER SALT SUGAR</p> <p>Drinks COFFEE</p>

SO-SO YUCK Materials fs-CEMENT GLASS METAL RED+BRICK ROCK/STONE STUCCO WOOD	CEREAL EGG Various Items BUTTER CRACKERS GUM POTATO+fs-CHIPS	HOT+CHOCOLATE MILK ORANGE+JUICE TEA WATER Suggestions and Drawbacks SUGGEST WARNING
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EXTENDED VOCABULARY

Teacher/Student Choice Vocabulary related to restaurants, foods, drinks, pricing, materials, etc.

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

Function	Form
<ul style="list-style-type: none"> • Descriptive Classifiers, Locative Classifiers, and Element Classifiers • Telling the Price • Key Phrases 	<ul style="list-style-type: none"> • describe: tables and counter and seating arrangements, wall decorations, lighting • Formation of Cents and Dollars, Combining Dollars and Cents • (restaurant) YOU FINISH TOUCH YOU? • FACE+SAME-AS WHAT? • (explain reason), YOU SUGGEST WHAT? • (explain reason), ANY RESTAURANT AREA GOOD? • (explain reason) GOOD RESTAURANT WHERE • ONE WARNING

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

[ASL \(OER Resources\)](#)
[American Sign Language I \(ASL 121\)](#)
[American Sign Language II \(ASL 122\)](#)

[American Sign Language III \(ASL 123\)](#)

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