

American Sign Language – Year 2

UNIT 6 PLAN: Making Plans



Description:

For this unit, students will focus on describing theirs and others' **plans**. There is an emphasis on **errands, making and canceling plans, and personal goals**. Students will focus on **translating** between ASL and English.

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):

How do my errands, plans, and personal goals compare to those in the Deaf-World.
 What are similarities between ASL and English?

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 errands, making and canceling plans, and personal goals.	I can understand, interpret, and analyze what is viewed related to errands, making and canceling plans, and personal goals.	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 errands, making and canceling plans, and personal goals.

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 perspectives that are available	I can demonstrate understanding of the nature of culture through comparisons of	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

through signed language and the American Deaf Culture.	American Deaf Culture and my own.	
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ESSENTIAL VOCABULARY

Errands	Making/Canceling Plans	Personal Goals	Translation
<p>Agreement Verbs ASK-TO BAWL-OUT-TO BORROW-FROM BOTHER-TO GIVE-TO HELP IGNORE-TO INFORM-TO MAIL/SEND-TO PAY-TO PHONE-TO SHOW-TO TAKE-FROM TEASE-TO TELL-TO THROW-TO</p> <p>Level of Willingness FINISH MUST NOT-MIND REFUSE</p> <p>Time Sign Phrase TOMORROW, next day, next day</p> <p>Places DENTIST DRY + CLEAN++ GAS-STATION GO-TO LEAVE-FOR MEDICINE or fs-DRUG + STORE fs-PO SCHOOL fs-VET</p>	<p>Inviting JOIN-ME PLAN</p> <p>Canceling CANCEL</p> <p>Declining BE-STUCK CONFLICT NOT-CARE-FOR</p> <p>Comments LOOK-AT “forward” MAYBE OH-I-SEE PERFECT PITY-YOU SORRY SHUCKS WOW</p> <p>Signs for Thinking IDEA MULL-OVER THINK-ABOUT THOUGHT-OCCUR</p> <p>First and Last Time You Did Something LAST+TIME FIRST-thumb+TIME WHEN</p>	<p>Time-Related BEFORE-EVENT</p> <p>Verbs AIM/GOAL BECOME BE-GONE (die) CHECKMARK DIE EXPERIENCE SIX-FEET-UNDER TOUCH TRY VOLUNTEER</p> <p>Continents and Countries AFRICA ASIA AUSTRALIA COUNTRY EGYPT ENGLAND EUROPE FRANCE GERMANY INDIA ITALY JAPAN MEXICO NORTH + AMERICA SOUTH + AMERICA SPAIN WORLD</p> <p>U.S. States and Canada Fingerspelled States ALASKA AMERICA</p>	<p>Do DO?++ FINISH MUST fs-DO</p> <p>Have HAVE FINISH MUST NONE NOT-YET</p> <p>Drive, Take, and Pick-Up CARRY-TO-location DRIVE-TO-location DROP-OFF-location GO-TO-location PICK-UP-location TAKE-FROM-location</p> <p>Negations FORBID NONE NOT NOT-WANT NOT-YET NOT+ALLOW NOT+HAVE NOT+FINISH NOT+MUST REFUSE SHOULD+NOT WAVE-NO</p>

<p>#ZOO</p> <p>Errands</p> <p>BOX + THROW-TO “out”</p> <p>#DOG BRING-TO, GET-INJECTION</p> <p>DROP-OFF CLOTHES</p> <p>HAIRCUT</p> <p>FIND + MEDICINE</p> <p>FIND + SON</p> <p>fs-OIL + EXCHANGE</p> <p>PUT-IN-GAS + FULL</p> <p>TEETH + CLEAN++</p>		<p>ARIZONA</p> <p>CALIFORNIA</p> <p>CANADA</p> <p>COLORADO</p> <p>HAWAII</p> <p>MAINE</p> <p>MONTANA</p> <p>NEW-YORK</p> <p>OREGON</p> <p>STATE</p> <p>TEXAS</p> <p>fs-US or fs-USA</p> <p>WASHINGTON</p>	
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EXTENDED VOCABULARY

Teacher/Student Choice Vocabulary related to other errands and plans.
 Teacher/Student Choice Vocabulary related to Countries.

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

Function	Form
<ul style="list-style-type: none"> ● Agreement Verbs ● Sequencing Activities ● Narrating About Canceled Plans ● Repeating for Emphasis ● Translating English Sentences and Questions ● Key Phrases 	<ul style="list-style-type: none"> ● Movement/Location and Non-Manual Markers changes ● Errand 1 + FINISH + errand 2 ● Narrative Outline - Narrative About Canceled Plans ● Use of repetition of signs, openers/closers in sentences. ● DO, Yes-No, Wh-Questions, HAVE, DRIVE-TO, TAKE, PICK-UP, Negation ● TOMORROW, THURSDAY, FRIDAY, YOU MUST fs-DO WHAT? ● ME MUST... ● LAST+TIME YOU (activity) WHEN ● FIRST-thumb+TIME (activity), HOW-OLD YOU? ● ME ASK-TO “partner” LAST+TIME IX (activity), WHEN ● IX “partner” TELL-TO-me (when) (with whom) (what they did) (comment) ● (number) PEOPLE ME ASK-TO-all, FIRST-thumb+TIME (activity) HOW OLD YOU (largest number), FIRST-thumb + TIME (activity) OLD+(number) (next largest number) OLD+(number), etc. ● BEFORE-EVENT ME DIE, 5 THING ME GOAL, WANT, TRY, SEE, EXPERIENCE, TOUCH, CHECKMARK, WHAT(rhetorical)? ● ME GOAL or WANT (state goal), ME GOAL or WANT ME. ● 5 #ALL, ME GOAL MUST FINISH++ BEFORE-EVENT ME DIE.

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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