

UNIT 7 —

UNIT 7	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 7:1 Identifying Present People	Identify person by 1) body position, 2) appearance and/or 3) clothing	Body Classifiers (BCLs): describe arm position Bodypart Classifiers (BPCLs): describe leg positions Bodypart Classifiers (BPCLs): describe hair length, texture and style Descriptive Classifiers (DCLs): describe patterns Facial expressions ("oo," "mm," "cha," "ee," "puffed," "open mouth")	Height: TALL, SHORT-person Body type: SKINNY, SLENDER, BROAD-SHOULDERS, PLUMP Head and face: HEAD-WRAP, HAT, fs-SUN EYEGLASSES, MUSTACHE, BEARD Hair: BALD-TOP, (color)+HAIR	Identify person in room Add another description to confirm Ask to relay a message to the person	Ask to confirm: _____q THAT-ONE Confirm: !THAT-ONE!
LESSON 7:2 Fingerspelling: Clothing-Related Words	Spell words	Form and movement of certain letters	fs-PLASTIC, fs-SILK, fs-NYLON, fs-FUR, fs-WOOL, fs-COTTON, fs-SUEDE, etc.	Produce correct form and movement for clothing-related words	
LESSON 7:3 Numbers: Guess My Number	Guess a number	Review number forms and movement for numbers 1–100	THOUGHT-OCCUR, GUESS, LESS-THAN, MORE-THAN, IN-RANGE	Increase fluency in producing numbers 1–100	Confirm correct number
LESSON 7:4 Describing Personal Items	Describe an item and tell what kind of material it is made of	Descriptive Classifiers (DCLs) Instrument Classifiers (ICLs) Locative Classifiers (LCLs) Sequence for 1) describing tops 2) describing bags 3) describing eyeglasses	How Got Item: GIVE-TO-me, PRESENT-TO-me, BUY, TAKE-FROM-person, BIRTHDAY, VACATION, GARAGE fs-SALE, etc. Materials: FABRIC, METAL, GLASS, WOOD, etc. Type of Materials: REAL, FAKE, SEE-THROUGH, etc. Tops: SHIRT, DCL "T" + SHIRT, BLOUSE, COAT, etc. Items: PURSE, BACKPACK, EYEGLASSES Comments: PRETTY, STRANGE, fs-COOL, SWELL, etc.	Follow sequence to describe item Ask/tell what it is made of	Comment on item: • PRETTY • STRANGE • #COOL • SWELL • NEVER SEE • DIFFERENT • OLD+fs-FF • UGLY • LOUD-COLOR
LESSON 7:5 Translating Sentences with "Have" 1		Semantics	HAVE, MUST, FINISH, NONE, NOT-YET	Use appropriate signs to translate English sentences with "have" in them	
LESSON 7:6 Translating Sentences with "Drive To," "Take To" and "Pick Up"		Spatial agreement	Spatial verbs: GO-TO-location, DRIVE-TO-location, TAKE-FROM-location, DROP-OFF-location, PICK-UP-person, CARRY-TO-location	Correctly translating English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places	

UNIT 7 — *continued*

UNIT 7	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 7:7 Numbers: Asking How Many	Ask/tell how many	Wh-question: _____ whq HOW-MANY Review number forms and movement for numbers 1–100	Reactions to amount given: OH-I-SEE, !FEW!, !MANY!, WOW, !MADE-UP! YOU	Produce number correctly	Reactions: • OH-I-SEE • !FEW! • !MANY! • WOW • !MADE-UP! YOU
LESSON 7:8 Describing Lost Items	Describing item that is lost	Descriptive Classifiers (DCLs) Instrument Classifiers (ICLs) Sequence for 1) describing hats, tops and eyeglasses, 2) describing tops and coats 3) describing bags	HAT, SCARF	Follow sequence to describe item	Confirm item Express gratitude
LESSON 7:9 Numbers: Telling the Year	Sign year numbers	Year number forms (general) Years ending with –01 through –09 Years starting or ending with 10 through 15 Years with two zeros in the middle	YEAR+ONE-IN-PAST (2 variations) YEAR+TWO-IN-PAST YEAR+THREE-IN-PAST, etc. YEAR+ONE-IN-FUTURE YEAR+TWO-IN-FUTURE, etc.	Produce correct form and movement when expressing year numbers	
LESSON 7:10 Translating Sentences with “Have” 2		Semantics	HAVE, MUST, FINISH, NONE, NOT-YET	Use appropriate signs to translate English sentences with “have” in them	
LESSON 7:11 Cultural: Greeting and Leave-Takings	Greet others Say goodbyes		Greetings: “wave-hello,” “salute-hi,” HELLO Following up after greeting: (see page 115) Replying: (see page 116) Leave-takings: “wave-bye,” BYE-BYE, “thumb-up,” SEE-you LATER, etc.	Greet others Say goodbyes	Greetings: • making eye contact when greeting each other • acknowledging each other when passing by nodding Leave-takings: • making eye contact with individuals when saying goodbye
LESSON 7:12 Translating Sentences with “Drive To,” “Take,” and “Pick Up” 2		Spatial agreement	spatial verbs: • TAKE-FROM-location, GO-TO-location (or DRIVE-TO-location or DROP-OFF-location) • GO-TO-location, PICK-UP-person, DROP-OFF-location (or DRIVE-TO-location or CARRY-TO-location)	Correctly translating English sentences with spatial verbs and making sure the verbs show agreement with the locations that have been established for places	
LESSON 7:13 Comprehension: The Family Portrait	Re-tell story		USE, SAME-AS-arc, JOIN-me, BE-RELIEVED, PICTURE+ER, !TIME!, WAIT, DARK+BLUE, PROCEED/GO-AHEAD, etc.	Re-tell story	

UNIT 8 —

UNIT 8	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 8:1 Making Requests	Explain situation, make request	_____q NOT-MIND (do favor)	Requesting: pleading/q NOT-MIND Declining: SORRY, HAVE PLAN, ME NOT-KNOW fs-HOW Verbs: (plane) TAKE-OFF, DROP-OFF-me, CONNECT, MISS (class), PLAN, etc. Nouns: TICKET, ADDRESS, BOSS, AIRPLANE, etc. Technology-related: SCANNER, INTERNET Time-related: RECENT Others: MIND-STUPID, fs-OT, THROUGH, MAYBE	First explain situation, then make request Decline, give reason Use pleading face when making the request Use regretful face when declining	
LESSON 8:2 Fingerspelling: Months	Ask/give month	Form and movement for fingerspelling months MONTH with numbers 1–9 incorporated	Months: fs-SEPT, fs-OCT, fs-NOV, fs-DEC, etc. Time-related: MONTH, NOW+MONTH, IN-PAST+MONTH, FUTURE+MONTH, (#)-MONTH+IN-PAST, etc. Seasons: AUTUMN, WINTER, SPRING, SUMMER	Produce correct form and movement for fingerspelling months Incorporate number with sign MONTH	
LESSON 8:3 Agreement Verbs 1	Relay information	Modify verb to agree with subject and object	TELL-TO, PHONE-TO, SEND/MAIL-TO, INFORM-TO, PAY-TO	Modify verb to agree with subject and object • “from me to you” • “from you to me” • “from someone to another”	
LESSON 8:4 Agreeing with Conditions	Explain situation, make request Agree with condition	Conditional clauses: • what must happen first • what is expected in return	Conditions: FIRST-THUMB, UNDERSTAND++ Agreeing: FINE++, TRUE/SURE, #OK, HAPPY Others: BUT, “but,” IN-EXCHANGE	Explain situation, make request Agree with condition Integrate head nod and raised brows when stating the condition	Check if person _____q agrees: “well”
LESSON 8:5 Negations 1		Negative statements	Negations: NOT+FINISH, NOT+MUST, SHOULD+NOT, NONE, NOT+HAVE, “wave no,” NOT-YET, NOT-WANT, FORBID, REFUSE, NOT+ALLOW,	Use correct word order when translating from English to ASL (establish time, location, topic, and end with negation)	
LESSON 8:6 Numbers: Giving Phone Numbers	Give phone numbers	Patterns for giving Identification number		Produce correct form and movement when giving phone numbers	

UNIT 8 — *continued*

UNIT 8	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 8:7 Asking for Advice 1	Explain problem, ask for advice Give Advice	Sequence for explaining problem Conjunction: THOUGHT-OCCUR	Conjunction: THOUGHT-OCCUR Question: _____whq ME (2h)#DO++ Suggest: WHY+NOT Response: GOOD +IDEA Others: CREDIT-CARD	Explain problem using the conjunction THOUGHT-OCCUR before telling what happened Ask for advice Give Advice using WHY+NOT	Response: GOOD+IDEA
LESSON 8:8 Asking for a Sign	Ask for a sign (review of Unit 2, Skill 12 and Unit 3, Skill 15)			Use different strategies to ask for a sign	
LESSON 8:9 Agreement Verbs 2	Relay information	Modify verb to agree with subject and object	BAWL-OUT-TO, BOTHER-TO, TEASE-TO, BORROW-FROM, IGNORE-TO Other: LAPTOP	Modify verb to agree with subject and object • “from me to you” • “from you to me” • “from someone to another”	
LESSON 8:10 Asking for Advice 2	Explain problem, ask for advice Give Advice	Role shift to describe awkward conversations Sequence for incidents involving liquids Role shift to describe person doing something s/he was not supposed to do Element classifiers (ECLs) to describe spills Conjunction: !WRONG!	Conjunction: !WRONG! Food-related: HAMBURGER, fs-MUSTARD, SALAD, KETCHUP, KNIFE, FORK, etc. Verbs: BREAK, VOMIT, MEANING Nouns: GLASS, WEDDING (2h)alt.EAT++, SCHEDULE, WEDDING Others: QUOTE, CRACKED-on-iPad, AND	Explain problem using the conjunction !WRONG! before telling what happened Follow sequence for ECLS and role shift Ask for advice Give Advice using WHY+NOT	
LESSON 8:11 Negations 2		Negation Tag questions Word order: (location), topic, negation sign, tag question	Verbs: TAKE-UP, CANCEL, TOUCH, KNOW-THAT Nouns: MEAT, MONEY, HAWAII, TEST, LIST, SEMESTER, SOMEONE	Use correct word order when translating from English to ASL Integrate facial grammar and add tag questions	
LESSON 8:12 Comprehension: The Candy Bar	Re-tell story		GOING-TO, STOMACH-BOIL, BE-ANGRY, MESSED-UP-hair, COMB	Re-tell story Change details of the story	
LESSON 8:13 Culture: Minimizing Interruptions			Arriving late: SORRY LATE Leaving immediately: EXCUSE-ME	Interrupt politely to explain why you are late or have to leave early	Arriving late: • enter at the correct time • apologize and give reason • wait for teacher’s nod before taking a seat Leaving immediately: • get up and move to the door at the right time • make eye contact with the teacher, then give brief explanation • wait for teacher’s nod before leaving
LESSON 8:14 Culture: Name Signs				Apply principles of naming that are culturally appropriate	

UNIT 9 —

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 9:1 Discussing Neighborhoods	Narrate David's neighborhood	Rhetorical questions Locatives IX-dir, IX-loc, NEXT-TO, THUMB-loc“back”	Areas: DOWNTOWN “area”, BUSINESS, MACHINE, FARM, etc. Neighborhoods: fs-APT, fs-LOFT, HOME “area” NEW++, MIXED, etc. Surroundings: ACROSS-FROM, NEXT-TO-right, etc. Comments about Neighbors: COLD, CHEERFUL, MAD-char, NOSEY People: YOUNG FAMILY, OLD+ER, ART+ER, WHITE +COLLAR, etc. Places Nearby: NEAR, FREEWAY, SWIMfs-POOL, HORSE fs-TRAIL, etc. Noise level: QUIET, NOISY Safety level: fs-SAFE, DANGEROUS, TRAFFIC, CLEAN, DIRTY, etc. Activity level: BORING, MANY, (2h)#DO-circle Cost of Living: CHEAP, EXPENSIVE Others: UP-TILL-NOW, LONG-AGO, CHANGE++(arc), DIVERSE, etc.	Repeat descriptions of neighborhood	
LESSON 9:2 Places in the Neighborhood			Places: fs-HYATT, 7-11, STARBUCKS, fs-ACE, etc. Government services/ facilities: POLICE, CITY fs-HALL, COURT+HOUSE, FIREFIGHTER, etc. Types of business: HOTEL, COFFEE HOUSE, FAST FOOD, EXERCISE, fs-RE (real estate)	Give signs for name and type of business	
LESSON 9:3 Numbers: Giving the Time	Give the time	Hour numbers Hour and minute numbers	Beginning and end verb pairs: START, FINISH, LEAVE-FROM, ARRIVE-TO Verbs: GET-UP, GET-IN-BED Wh-word question: TIME	Form clock numbers correctly	
LESSON 9:4 Describing Your Neighborhood	Narrate about own neighborhood	Rhetorical questions Locatives IX-dir, IX-loc, NEXT-TO, THUMB-loc“back”		Narrate about own neighborhood with emphasis on 1) using rhetorical question as a transition 2) maintaining spatial agreement when discussing neighbors	

UNIT 9 — *continued*

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 9:5 Giving Directions: Next to, Across From	Give directions to places located at or near corners	Signer's perspective Weak hand as reference point Horizontal map orientation Facial markers to tell how close/how far	CORNER-near right, CORNER-near left, CORNER-far right, CORNER-far left, NEXT-TO, ACROSS-FROM	Give directions to places using 1) KNOW 2) weak hand to maintain the location of the corner when signing NEXT-TO or ACROSS-FROM	
LESSON 9:6 Yes-No Questions 1		Topicalization Yes-No questions	Verbs: fs-FIX, IRON, TOUCH, DOWNLOAD Nouns: SPIDER, BUGS, FROG, INTERNET, PARIS Others: KNOW fs-HOW, MORE-THAN, EVERYDAY, EARLY, fs-EARLY, BE-AFRAID++	Translating yes-no questions following word order (time, location, topic, end with question)	
LESSON 9:7 Describing a Restaurant	Describe a restaurant	Descriptive classifiers (DCLs) to describe: 1) table/counter and seating arrangement 2) wall decorations 3) lighting Element classifiers to describe lighting	Ethnic restaurants: CHINA, JAPAN, THAI, INDIA, MEXICO, ITALY, FRANCE, etc. Opinions (price): EXPENSIVE, MEDIUM, REASONABLE, CHEAP Opinions (food): DELICIOUS, CHAMP, !GOOD!, FAIR/SO-SO, etc. Food and drinks: CHICKEN, FISH, fs-STEAK, fs-RICE, WINE, PASTA, SALAD, #BBQ, etc. Materials: WOOD, GLASS, METAL, etc. WH-word question: WHAT-KIND	Describe a restaurant using descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers	
LESSON 9:8 Giving Directions: Where to Turn	Describe where to turn when giving directions	When clause	Distance: ALL-WAY-DOWN, END-STREET, (#) BLOCK-AWAY Intersection: INTERSECTION, CROSS-STREET Landmark: GO-PAST, LIGHT ECL"traffic stop light", etc. Where to turn: TURN-LEFT, TURN-RIGHT	Use when clause with landmarks, intersections, corners or places before telling where to turn Superimpose head nod(s) with BLOCK-AWAY++	
LESSON 9:9 Numbers: Giving the Time 2	Give the time	Hour numbers Hour and minute numbers	Wh-word question: TIME, DO++ Workbook vocab: SHOWER, BRUSH-TEETH, TAP-SHOULDER, GET-DRESSED, BATHE	Form clock numbers correctly	

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 9:10 Suggesting a Place to Eat	Suggest a restaurant	Transition: ONE WARNING	SUGGEST, WARNING	Use descriptive (DCLs), locative (LCLs) and element (ECLs) classifiers to describe restaurant environments Nod their head when listing food items Use raised brows with ONE WARNING	Comment
LESSON 9:11 Giving Directions: Perspective Shift	Give directions with perspective shift	Perspective shift	Workbook vocabulary: UMBRELLA, CERTIFICATE, ELECTRIC, TICKET, !BE-TICKETED!, FAST/SPEED, FULL, !FAR!	Use perspective shift to complete the directions	
LESSON 9:12 Yes-No Questions 2		Topicalization Yes-No questions	Verbs: MEET++, CAN, EXPERIENCE, TAKE-CARE-OF++, TO-NAME, Nouns: PEOPLE, EYES, POETRY, SNOWBOARDING, RABBIT, Others: !NEW!, FOREIGN/COUNTRY, FAMOUS	Translating yes-no questions following word order (time, location, topic, end with question)	
LESSON 9:13 Culture: Keeping Others Informed	Getting attention Getting permission Expressing gratitude		SORRY, MISS, BE-LATE	Informing teacher and others the reasons for their absences from and tardiness to class/events	Wave to get attention
LESSON 9:14 Comprehension: Stop the Traffic	Re-tell story		EMPTY++, !TRAFFIC!, GO-ACROSS, MELT/ DISSOLVE, TIME-arc+++, !RIGHT!	Re-tell story	

UNIT 10 —

UNIT 10	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 10:1 Giving Opinions about Tendencies	Give Opinions Compare oneself with another	Temporal Aspect	Punctuality: TIME++, GO-TO++, LATE++, SKIP-WORK++ Approach to work: _____serious WORK-char, !PAY-ATTENTION!, COMPLETE++, etc. Relating to Others: QUIET++, BASHFUL++, TALK++, CHAT++, MEET++, AGREE-with++, BE-HONEST, LIE++, SHARE++, SELFISH++, etc. Others; TEND-TO, TRUST, EVADE, etc.	Give opinions by describing tendencies; Compare tendencies; Ask/Tell how two people are the same or different	Affirm; Negate
LESSON 10:2 Numbers: Telling the Price 1	Tell the Price	Money numbers for cents and dollars	money-related: DOLLAR, COST ask how much: _____whq COST HOW-MANY items: POPCORN, CANDY, RING, COUGH-MEDICINE, PENCIL, GUM, POSTAGE-STAMP, WHISTLE, etc.	Give price for different items; ask/tell cost	
LESSON 10:3 Wh-word Questions 1		Topicalization Wh-word question _____whq “what” HAPPEN	INVENT/CREATE	Translating wh-questions following word order (time, location, topic, end with question)	
LESSON 10:4 Giving Opinions about Personal Qualities 1	Give Opinions, Describe situation to support opinion	Predicate adjectives	Disposition: CHEERFUL, POLITE, STUCK-UP, RUDE++, SWEET, MEAN, MAD-char, HUMBLE/ MODEST, QUIET++, (2h)FUNNY-char, GOODY-TWO-SHOES, BIG-HEADED, etc. Dealing with others: OPEN-MINDED, WARM, STUBBORN, FLEXIBLE, etc. Good Sense/Foolish: GOOD+JUDGE, PEA-BRAINED	Give opinion, describe situation to support opinion Correct information, give explanation	Repeat what others said Correct information Respond
LESSON 10:5 Numbers: Telling the Price 2	Tell the Price	Money number for combinations of dollars and cents	SOUP, TOMATO, MILK, ONION, CHEESE, BANANA, BREAD, APPLE, BUTTER, ORANGE, PEANUT+BUTTER, EGG, SUGAR, JAM, LETTUCE, etc.	Ask/tell cost of item	

UNIT 10	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 10:6 Giving Opinions about Personal Qualities 2	Give opinion about person by describing his personal qualities	Role shift to describe situation	Personal quality signs from 10:4	Describe person's personality by: <ul style="list-style-type: none"> • use at least three personal quality signs • use role shift to describe situations 	
LESSON 10:7 Telling Where Items Are Located	Ask/tell where items are located	Topicalization Signer's perspective Reference points Non-manual signals for distance: "far away," "cs" LCLs and DCLs to describe parts of the kitchen	Household items: #TV ICL "use remote," MATCHES, SOAP, SCREWDRIVER, STAPLER, TOWEL, CAMERA, CANDLE, MAGAZINE, KNIFE, SCISSORS, etc. Kitchen appliances: fs-STOVE, fs-SINK, fs-OVEN, etc.	Tell where items are located by: <ul style="list-style-type: none"> • naming the room • naming appliance or part of room • specify location of item (use reference point) 	
LESSON 10:8 Wh-word Questions 2		Topicalization Contrastive structure List across neutral space and nodding Wh-word question —whq WHICH	COOL, WARM, LOVE, !THRILL!, EARN, USE-GUNS, SEND-TO, !MONEY!, WEATHER	Translating wh-questions following word order (time, location, topic, end with question)	Follow-up questions
LESSON 10:9 Comparing Personal Qualities	Compare two people's personal qualities	Conditional clause Contrastive structure	DISCUSS++, HURT, EUROPE, HIRE/INVITE, SUPPOSE, HAPPEN++	Ask "which" questions Give hypothetical situations Compare two people's personal qualities	
LESSON 10:10 Culture: Interrupting Others	Interrupt a conversation to deliver a short message		Interrupting: EXCUSE-me, INTERRUPT, SORRY, (wh)"hold on/wait" Resume conversation: (2h)GO-AHEAD, ANYWAY, NOTHING-TO-IT Distractions: FIRE RING/ALARM, SOMEONE YELL YOUR NAME #DOG BARK++ BABY CRY++ LIGHT ECL "flashing," etc.	Interrupting two people in a conversation Interrupting someone, ask to hold on and explain what is distracting Resuming conversation	Ask to hold on Apologize Resume conversation
LESSON 10:11 Comprehension: "Why the Owl Has Big Eyes"	Re-tell story		GOD, WORLD, BE-EXCEPTIONALLY-SKILLED	Re-tell story	

UNIT 10 — *continued*

UNIT 10	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 10:12 Looking for a Misplaced Item	Tell narrative	Spatial Agreement Word Order: name object before using ICLS Instrument classifiers (ICLS) Role shifting with sign LOOK-AT	LOOK-AT	Tell narrative incorporating these language elements: <ul style="list-style-type: none"> • spatial agreement • word order: name object before using ICLS • word order: NONE used after each search segment • role shifting with LOOK-AT • thoughts • conclusion: end story with a reaction sign or comment 	

UNIT 11 —

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 11:1 Discussing One's Knowledge and Abilities	Compare a person's knowledge of a subject matter to your own; Tell about an activity that you have become skilled at; Describe an unusual skill/ability you possess; Tell someone what they should or should not do		Having knowledge/ability: BE-KNOWLEDGEABLE-IN, BE-SKILLED-IN, BE-EXCEPTIONAL-IN Lacking knowledge: ZERO-FOREHEAD, BE-MIND-STUPID Lacking ability: BE-INEPT, AWKWARD/CLUMSY, CAN'T Subjects: AMERICA fs-LIT, INTERPRETING, HISTORY, DEAF STUDIES, LINGUISTICS, etc. Others: MAJOR	Compare a person's knowledge of a subject matter to your own; Tell about an activity that you have become skilled at; Describe an unusual skill/ability you possess; Tell someone what they should or should not do	
LESSON 11:2 Numbers Review 1	Give a number	Number types: cardinal, age, dollars, cents, clock, minutes, hours, days, weeks, months		Sign numbers quickly and accurately	
LESSON 11:3 Asking for Opinion about Someone	Ask/give opinion about a person		CONTACT-TO, BE-EXPERIENCED, (2h) PICK-UP++, BE-CREATIVE, TO-FLIRT, INVITE/ HIRE-person, TRANSFER-TO	Ask/give opinion about a person as a potential travel companion, roommate, employee, date, babysitter	ask follow up questions
LESSON 11:4 Describing Reactions	Ask a hypothetical question Tell how you would react or feel	Conditional clause	reactions: BE-THRILLED, BE-RELIEVED, JUMP-JOY, BE-SCARED, BE-LET-DOWN, etc. others: ELECTRIC, LAST++, RUN-OUT-OF, etc.	Ask hypothetical questions and give reactions	
LESSON 11:5 Fingerspelling: States and Provinces	Name a state/province	fingerspelling patterns for states and provinces	States that are signed: ALASKA, ARIZONA, CALIFORNIA, etc. Provinces that are signed: ALBERTA, MANITOBA, etc. States/provinces with fingerspelled forms: fs-ALA, fs-ARK, fs-CONN, etc.	Give correct fingerspelling of name of state/province	
LESSON 11:6 Making and Canceling Plans	Invite someone to join you Accept/decline invitation Explain why you need to cancel plans	Relative clause	Inviting: PLAN, JOIN-me Canceling: CANCEL Declining: BE-STUCK, CONFLICT, NOT-CARE-FOR Comments: SORRY, "shucks," (2h)PERFECT, (2h)LOOK-AT"forward" Signs for Thinking: THINK-ABOUT, IDEA, MULL-OVER, THOUGHT-OCCUR	Invite someone to join you Respond by accepting or declining Canceling plans Explain why Narrating about canceled plans	Acknowledge plans made previously Close conversation

UNIT 11 — *continued*

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 11:7 First and Last Time You Did Something	Ask/tell when was the last time someone did something Ask/tell how old someone was the first time s/he did something	When clauses Horizontal listing	LAST+TIME, FIRST-thumb+TIME, WHEN	Repeat information someone told you to another person Summarize results of survey using horizontal listing	
LESSON 11:8 Numbers Review 2	Tell the time, price or year	Number combinations for: • money, • clock • year		Give time, price or year using correct number combinations	
LESSON 11:9 Discussing Personal Goals	Narrate Personal Goals	Repeating for emphasis	Continents: WORLD, EUROPE, AFRICA, ASIA, AUSTRALIA, etc. Countries: COUNTRY, ENGLAND, FRANCE, SPAIN, MEXICO, ITALY, GERMANY, CHINA, etc. Time-related: BEFORE-EVENT Verbs: DIE, BE-GONE, SIX-FEET-UNDER, TRY, CHECKMARK, EXPERIENCE, TOUCH, VOLUNTEER, etc. Nouns: GOAL/AIM, LANGUAGE, DEGREE, (2h)THING	Narrate bucket list	
LESSON 11:10 Fingerspelling: States and Provinces 2	Name a state/ province	Fingerspelling patterns for states and provinces		Give correct fingerspelling of name of state/ province	
LESSON 11:11 Comprehension: Brother on the Roof	Re-tell story		Possible new signs: EXAGGERATE, SOMETHING/ SOMEONE, BE-GONE/DISAPPEAR, "shhh"	Re-tell story	
LESSON 11:12 Culture: ASL Student in the Community				Making appropriate decisions about: 1) whether to offer interpreting assistance to a Deaf person 2) when and where to use spoken language	
LESSON 11:13 Culture: Deaf Artist: Focus on Chuck Baird				Identify De'VIA artwork and describe how that artwork meets De'VIA criteria	

UNIT 12 —

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 12:1 "The Tailor" Understanding the Story	Retell the story	Descriptive classifiers (DCLs) Instrument classifiers (ICLs) Locative classifiers (LCLs) Transition	DECIDE, COLD, SMOOTH, SEW++, USE-cont, SCISSORS, WEAR-OUT, COMFORTABLE, [(wh) SCL:1 "person"/ SELF++]	Narrate the story	Engage the audience by maintaining eye contact
LESSON 12:2 "The Tailor" Telling One's Own Version	Narrate the story	Descriptive classifiers (DCLs) Locative classifiers (LCLs)	Removing: TAKE-AWAY, DROP-OFF-item Adding: PUT-ON, ADD-ON Reasons for change: UGLY, !NEW!, OLD-FASHION, fs-STYLE, TOO-PLAIN, FRILLY How feel about the change: BETTER, (2h)F "perfect," BEAUTIFUL	Narrate the story – describing three changes to a clothing item	Engage the audience by maintaining eye contact
LESSON 12:3 "One Fine Day" Understanding the Story	Retell the story		FOX, THIRSTY, FULL, BE-ANGRY, COW, CHEW, GRASS, THANK-you, BE-READY++, FROM-NOW-ON	Narrate the story	Engage the audience by maintaining eye contact
LESSON 12:4 "One Fine Day" Character Placement	Retell the story	Spatial agreement to match placement of characters Sign orientation to reflect location and heights of the character		Retell placement of characters in story	Engage the audience by maintaining eye contact
LESSON 12:5 "One Fine Day" Conditional Sentence and Agreement Verbs with Role Shift	Retell the story	Role shift Conditional sentences Agreement verb "GIVE-TO" Spatial agreement		Rehearse agreement verbs in role shift	Engage the audience by maintaining eye contact
LESSON 12:6 "One Fine Day" Instrument Classifiers with Role Shift	Retell the story	Instrument classifiers (ICLs) with role shift Maintaining agreement among placement of characters Orienting eye gaze and signs to match the locations and heights of the characters		Rehearse role shift exchanges between characters in the story	Engage the audience by maintaining eye contact
LESSON 12:7 "One Fine Day" Story Cohesion	Retell the story			Narrate the story	Engage the audience by maintaining eye contact

UNIT 12 — *continued*

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 12:8 “The Lion and the Mouse”	Retell the story	Describing characters’ movements, Describing character interacting with object Describing contact between characters Describing characters’ movements, Describing character interacting with object Describing contact between characters	LION, MOUSE, LOOK-FOR, SLEEP, WAKE-UP, HUNGRY, ZOOM-AWAY, LATER-ON, ROPE, BE-STUCK, !HEAR!, (2h)YELL++, FLEE/ESCAPE, FROM-NOW-ON, BEST-FRIEND	Narrate the story following narrative structure	Engage the audience by maintaining eye contact
LESSON 12:9 “The Fox and the Crow”	Retell the story	Describing a character talking to itself Integrate reactions after each comment by other characters Object passing between characters	BE-EXCEPTIONALLY-SKILLED, FLATTER, SHAMPOO, WEIGHT-DECREASE, SUPPOSE, QUEEN, NAME-you, BE-LET-DOWN, SOMETHING/SOMEONE, BELIEVE, TO-TRUST	Narrate the story following narrative structure	Engage the audience by maintaining eye contact
LESSON 12:10 Telling Your Assigned Fable	Narrate the story	Movement of characters Interactions with objects and characters Two-person role shift Character’s intentions and thoughts	BUG, FOX, BIRD, SCORPION, FROG, GOAT, #DOG, WOLF, BABY GOAT	Narrate the story following narrative structure	Engage the audience by maintaining eye contact