

## UNIT 7 —

UNIT 7	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 7:1, p.24</b> <b>Identifying Present People</b> 110–130 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	Ask to confirm: _____g THAT-ONE Confirm: !THAT-ONE!
<b>LESSON 7:2, p.41</b> <b>Fingerspelling: Clothing-Related Words</b> 30–45 minutes	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 <b>ACTFL: 1.1, 1.2, 4.1</b>	
<b>LESSON 7:3, p.47</b> <b>Numbers: Guess My Number</b> 35–45 minutes	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 <b>ACTFL: 1.1, 1.2, 4.1</b>	Confirm correct number
<b>LESSON 7:4, p.52</b> <b>Describing Personal Items</b> 160–200 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 3.1, 4.1</b>	Comment on item: • PRETTY • STRANGE • #COOL • SWELL • NEVER SEE • DIFFERENT • OLD+fs-FF • UGLY • LOUD-COLOR
<b>LESSON 7:5, p. 71</b> <b>Translating Sentences with "Have" 1</b> 35–45 minutes		Semantics	HAVE, MUST, FINISH, NONE, NOT-YET	Use appropriate signs to translate English sentences with "have" in them <b>ACTFL: 1.1, 1.2, 1.3, 4.1</b>	
<b>LESSON 7:6, p. 79</b> <b>Translating Sentences with "Drive To," "Take To" and "Pick Up"</b> 20–30 minutes		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 <b>ACTFL: 1.1, 1.2, 1.3, 4.1</b>	

## UNIT 7 — *continued*

UNIT 7	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 7:7, p. 86</b> <b>Numbers:</b> <b>Asking How Many</b> 30 minutes	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 ACTFL: 1.1, 1.2, 1.3, 3.1 4.1	Reactions: • OH-I-SEE • !FEW! • !MANY! • WOW • !MADE-UP! YOU
<b>LESSON 7:8, p. 91</b> <b>Describing Lost Items</b> 75–85 minutes	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 ACTFL: 1.1, 1.2, 1.3, 2.1 3.1, 4.1	Confirm item Express gratitude
<b>LESSON 7:9, p. 103</b> <b>Numbers:</b> <b>Telling the Year</b> 35 minutes	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 ACTFL: 1.1, 1.2, 1.3, 2.1 3.1, 4.1	
<b>LESSON 7:10, p. 111</b> <b>Translating Sentences with “Have” 2</b> 30–40 minutes		Semantics	HAVE, MUST, FINISH, NONE, NOT-YET	Use appropriate signs to translate English sentences with “have” in them ACTFL: 1.1, 1.2, 1.3, 4.1	
<b>LESSON 7:11, p. 115</b> <b>Cultural: Greeting and Leave-Takings</b> 45–65 minutes	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 ACTFL: 1.1, 1.2, 2.1, 3.1 4.1	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
<b>LESSON 7:12, p. 125</b> <b>Translating Sentences with “Drive To,” “Take,” and “Pick Up” 2</b> 30–40 minutes		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 ACTFL: 1.1, 1.2, 1.3, 4.1	
<b>LESSON 7:13, p. 131</b> <b>Comprehension: The Family Portrait</b> 20–60 minutes	Re-tell story		USE, SAME-AS-arc, JOIN-me, BE-RELIEVED, PICTURE+ER, !TIME!, WAIT, DARK+BLUE, PROCEED/GO-AHEAD, etc.	Re-tell story ACTFL: 1.1, 1.2, 1.3, 4.1	

## UNIT 8 —

UNIT 8	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 8:1, p. 146</b> <b>Making Requests</b> 80–115 minutes	Explain situation, make request	_____q NOT-MIND (do favor)	Requesting: <u>pleading/q</u> 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 ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2	
<b>LESSON 8:2, p.162</b> <b>Fingerspelling: Months</b> 50–65 minutes	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 ACTFL: 1.1, 1.2, 1.3, 3.1 4.1	
<b>LESSON 8:3, p. 170</b> <b>Agreement Verbs 1</b> 40–50 minutes	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” ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2	
<b>LESSON 8:4, p. 179</b> <b>Agreeing with Conditions</b> 90–120 minutes	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 ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2	Check if person _____q agrees: “well”
<b>LESSON 8:5, p. 194</b> <b>Negations 1</b> 30–40 minutes		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) ACTFL: 1.1, 1.2, 1.3, 2.1 4.1	
<b>LESSON 8:6, p. 205</b> <b>Numbers: Giving Phone Numbers</b> 25–40 minutes	Give phone numbers	Patterns for giving Identification number		Produce correct form and movement when giving phone numbers ACTFL: 1.1, 1.2, 1.3, 3.1 4.1	

## UNIT 8 — *continued*

UNIT 8	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 8:7, p. 213</b> <b>Asking for Advice 1</b> 75–105 minutes	Explain problem, ask for advice Give Advice	Sequence for explaining problem Conjunction: THOUGHT-OCCUR	Conjunction: THOUGHT-OCCUR Question: <u>          </u> 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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	Response: GOOD+IDEA
<b>LESSON 8:8, p. 228</b> <b>Asking for a Sign</b> 20 minutes	Ask for a sign (review of Unit 2, Skill 12 and Unit 3, Skill 15)			Use different strategies to ask for a sign <b>ACTFL: 1.2, 1.3, 4.1</b>	
<b>LESSON 8:9, p. 233</b> <b>Agreement Verbs 2</b> 25–35 minutes	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” <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	
<b>LESSON 8:10, p. 240</b> <b>Asking for Advice 2</b> 115–140 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2</b>	
<b>LESSON 8:11, p. 264</b> <b>Negations 2</b> 50–65 minutes		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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2</b>	
<b>LESSON 8:12, p. 278</b> <b>Comprehension: The Candy Bar</b> 30–35 minutes	Re-tell story		GOING-TO, STOMACH-BOIL, BE-ANGRY, MESSED-UP-hair, COMB	Re-tell story Change details of the story <b>ACTFL: 1.3, 4.1, 4.2</b>	
<b>LESSON 8:13 p. 284</b> <b>Culture: Minimizing Interruptions</b> 25–30 minutes			Arriving late: SORRY LATE Leaving immediately: EXCUSE-ME	Interrupt politely to explain why you are late or have to leave early <b>ACTFL: 1.3, 4.1, 4.2</b>	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

## UNIT 8 — *continued*

UNIT 8	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 8:14</b> , p. 288 <b>Culture:</b> <b>Name Signs</b> 40–55 minutes				Apply principles of naming that are culturally appropriate <b>ACTFL: 1.2, 2.1, 4.2</b>	

## UNIT 9

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 9:1</b> , p. 312 <b>Discussing Neighborhoods</b> 90 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	
<b>LESSON 9:2</b> , p. 333 <b>Places in the Neighborhood</b> 20–30 minutes			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 <b>ACTFL: 1.1, 1.2, 2.1, 3.1 4.1</b>	
<b>LESSON 9:3</b> , p. 340 <b>Numbers: Giving the Time</b> 30–40 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1 4.1</b>	

## UNIT 9 — *continued*

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 9:4, p. 348</b> <b>Describing Your Neighborhood</b> 70–85 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 3.1, 4.1</b>	
<b>LESSON 9:5, p. 360</b> <b>Giving Directions: Next to, Across From</b> 45–60 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2</b>	
<b>LESSON 9:6, p. 372</b> <b>Yes-No Questions 1</b> 45–60 minutes		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) <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	
<b>LESSON 9:7, p. 379</b> <b>Describing a Restaurant</b> 90–115 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1, 4.2</b>	

## UNIT 9 — *continued*

UNIT 9	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 9:8, p. 404</b> <b>Giving Directions: Where to Turn</b> 30–40 minutes	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++ <b>ACTFL: 1.1, 1.2, 2.1, 4.1</b>	
<b>LESSON 9:9, p. 410</b> <b>Numbers: Giving the Time 2</b> 35–45 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 4.1</b>	
<b>LESSON 9:10, p. 416</b> <b>Suggesting a Place to Eat</b> 50–65 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 4.1</b>	Comment
<b>LESSON 9:11, p. 429</b> <b>Giving Directions: Perspective Shift</b> 50–70 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	
<b>LESSON 9:12, p. 439</b> <b>Yes-No Questions 2</b> 50–60 minutes		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) <b>ACTFL: 1.1, 1.2, 4.1</b>	
<b>LESSON 9:13, p. 445</b> <b>Culture: Keeping Others Informed</b> 35–40 minutes	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 <b>ACTFL: 1.1, 2.1, 4.2</b>	Wave to get attention
<b>LESSON 9:14, p. 452</b> <b>Comprehension: Stop the Traffic</b> 30–35 minutes	Re-tell story		EMPTY++, !TRAFFIC!, GO-ACROSS, MELT/ DISSOLVE, TIME-arc+++, !RIGHT!	Re-tell story <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1, 4.2</b>	

## UNIT 10 —

UNIT 10	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 10:1, p. 466</b> <b>Giving Opinions about Tendencies</b> 75–105 minutes	Give Opinions Compare oneself with another	Temporal Aspect	Punctuality: TIME++, GO-TO++, LATE++, SKIP-WORK++ Approach to work: <u>serious</u> 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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1 4.1</b>	Affirm; Negate
<b>LESSON 10:2, p. 486</b> <b>Numbers: Telling the Price 1</b> 35–45 minutes	Tell the Price	Money numbers for cents and dollars	money-related: DOLLAR, COST ask how much: <u>whq</u> COST HOW-MANY items: POPCORN, CANDY, RING, COUGH-MEDICINE, PENCIL, GUM, POSTAGE-STAMP, WHISTLE, etc.	Give price for different items; ask/tell cost <b>ACTFL: 1.1, 1.2, 4.1</b>	
<b>LESSON 10:3, p. 499</b> <b>Wh-word Questions 1</b> 30–40 minutes		Topicalization Wh-word question <u>whq</u> “what” HAPPEN	INVENT/CREATE	Translating wh-questions following word order (time, location, topic, end with question) <b>ACTFL: 1.1, 1.2, 1.3, 2.1 4.1</b>	
<b>LESSON 10:4, p. 505</b> <b>Giving Opinions about Personal Qualities 1</b> 90–100 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2</b>	Repeat what others said Correct information Respond
<b>LESSON 10:5, p. 523</b> <b>Numbers: Telling the Price 2</b> 35–50 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 4.1</b>	



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<b>LESSON 10:6, p. 534</b> <b>Giving Opinions about Personal Qualities 2</b> 50–70 minutes	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: • use at least three personal quality signs • use role shift to describe situations ACTFL: 1.1, 1.2, 1.3, 3.1 4.1, 4.2	
<b>LESSON 10:7, p. 544</b> <b>Telling Where Items Are Located</b> 50–60 minutes	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: • naming the room • naming appliance or part of room • specify location of item (use reference point) ACTFL: 1.1, 1.2, 4.1, 4.2	
<b>LESSON 10:8, p. 555</b> <b>Wh-word Questions 2</b> 35–40 minutes		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) ACTFL: 1.1, 1.2, 4.1	Follow-up questions
<b>LESSON 10:9, p. 562</b> <b>Comparing Personal Qualities</b> 35–45 minutes	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 ACTFL: 1.1, 1.2, 2.1, 3.1 4.1	
<b>LESSON 10:10, p. 571</b> <b>Culture: Interrupting Others</b> 50–70 minutes	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 ACTFL: 1.3, 2.1, 2.2, 3.1 4.1, 4.2, 5.1	Apologize Ask to hold on Resume conversation

## UNIT 10 — *continued*

UNIT 10	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 10:11, p. 582</b> <b>Comprehension:</b> <b>“Why the Owl Has Big Eyes”</b> 30–50 minutes	Re-tell story		GOD, WORLD, BE-EXCEPTIONALLY-SKILLED	Re-tell story ACTFL: 1.2, 1.3, 2.1, 3.1 4.1, 4.2	
<b>LESSON 10:12, p. 588</b> <b>Looking for a Misplaced Item</b> 40–45 minutes	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"> <li>• spatial agreement</li> <li>• word order: name object before using ICLS</li> <li>• word order: NONE used after each search segment</li> <li>• role shifting with LOOK-AT</li> <li>• thoughts</li> <li>• conclusion: end story with a reaction sign or comment</li> </ul> ACTFL: 1.1, 1.2, 1.3, 3.1 4.1	

## UNIT 11 —

UNIT 11	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 11:1, p. 608</b> <b>Discussing One's Knowledge and Abilities</b> 95–120 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1, 4.1</b>	
<b>LESSON 11:2, p. 625</b> <b>Numbers Review 1</b> 55–80 minutes	Give a number	Number types: cardinal, age, dollars, cents, clock, minutes, hours, days, weeks, months		Sign numbers quickly and accurately <b>ACTFL: 1.2, 4.1</b>	
<b>LESSON 11:3, p. 631</b> <b>Asking for Opinion about Someone</b> 50 – 65 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1, 4.1</b>	ask follow up questions
<b>LESSON 11:4, p. 640</b> <b>Describing Reactions</b> 60–80 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1</b>	
<b>LESSON 11:5, p. 651</b> <b>Fingerspelling: States and Provinces</b> 45–55 minutes	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 <b>ACTFL: 1.1, 4.1</b>	
<b>LESSON 11:6, p. 663</b> <b>Making and Canceling Plans</b> 115–135 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1, 4.1, 4.2</b>	Acknowledge plans made previously Close conversation

## UNIT 11 — *continued*

UNIT 11	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 11:7, p. 681</b> <b>First and Last Time You Did Something</b> 50–65 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1, 4.1, 4.2</b>	
<b>LESSON 11:8, p. 692</b> <b>Numbers Review 2</b> 25–40 minutes	Tell the time, price or year	Number combinations for: • money, • clock • year		Give time, price or year using correct number combinations <b>ACTFL: 1.1, 4.1</b>	
<b>LESSON 11:9, p. 696</b> <b>Discussing Personal Goals</b> 55–65 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 5.1, 5.2</b>	
<b>LESSON 11:10, p. 711</b> <b>Fingerspelling: States and Provinces 2</b> 35–45 minutes	Name a state/ province	Fingerspelling patterns for states and provinces		Give correct fingerspelling of name of state/ province <b>ACTFL: 1.1, 1.2, 1.3, 3.1, 3.2, 4.1</b>	
<b>LESSON 11:11, p. 719</b> <b>Comprehension: Brother on the Roof</b> 30–35 minutes	Re-tell story		Possible new signs: EXAGGERATE, SOMETHING/ SOMEONE, BE-GONE/DISAPPEAR, “shhh”	Re-tell story <b>ACTFL: 1.2, 1.3, 2.1, 3.1, 4.1, 4.2,</b>	
<b>LESSON 11:12, p. 726</b> <b>Culture: ASL Student in the Community</b> 25–30 minutes				Making appropriate decisions about: 1) whether to offer interpreting assistance to a Deaf person 2) when and where to use spoken language <b>ACTFL: 1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</b>	
<b>LESSON 11:13, p. 733</b> <b>Culture: Deaf Artist: Focus on Chuck Baird</b> 45–60 minutes				Identify De'VIA artwork and describe how that artwork meets De'VIA criteria <b>ACTFL: 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2</b>	

## UNIT 12 —

UNIT 12	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 12:1, p. 750</b> <b>"The Tailor"</b> <b>Understanding the Story</b> 50–70 minutes	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 ACTFL: 1.1, 1.2, 2.1, 4.1	Engage the audience by maintaining eye contact
<b>LESSON 12:2, p. 758</b> <b>"The Tailor"</b> <b>Telling One's Own Version</b> 70–95 minutes	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 4.1	Engage the audience by maintaining eye contact
<b>LESSON 12:3, p. 770</b> <b>"One Fine Day"</b> <b>Understanding the Story</b> 30 minutes	Retell the story		FOX, THIRSTY, FULL, BE-ANGRY, COW, CHEW, GRASS, THANK-you, BE-READY++, FROM-NOW-ON	Narrate the story ACTFL: 1.1, 1.2, 2.1, 4.1	Engage the audience by maintaining eye contact
<b>LESSON 12:4, p. 776</b> <b>"One Fine Day"</b> <b>Character Placement</b> 25–30 minutes	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Engage the audience by maintaining eye contact
<b>LESSON 12:5, p. 781</b> <b>"One Fine Day"</b> <b>Conditional Sentence and Agreement Verbs with Role Shift</b> 30–40 minutes	Retell the story	Role shift Conditional sentences Agreement verb "GIVE-TO" Spatial agreement		Rehearse agreement verbs in role shift ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Engage the audience by maintaining eye contact
<b>LESSON 12:6, p. 788</b> <b>"One Fine Day"</b> <b>Instrument Classifiers with Role Shift</b> 30–40 minutes	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Engage the audience by maintaining eye contact
<b>LESSON 12:7, p. 794</b> <b>"One Fine Day"</b> <b>Story Cohesion</b> 45–65 minutes	Retell the story			Narrate the story ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Engage the audience by maintaining eye contact

## UNIT 12 — *continued*

UNIT 12	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
<b>LESSON 12:8, p. 800</b> <b>"The Lion and the Mouse"</b> 170–225 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1</b>	Engage the audience by maintaining eye contact
<b>LESSON 12:9, p. 829</b> <b>"The Fox and the Crow"</b> 135–165 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1</b>	Engage the audience by maintaining eye contact
<b>LESSON 12:10, p. 851</b> <b>Telling Your Assigned Fable</b> 145–195 minutes	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 <b>ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1</b>	Engage the audience by maintaining eye contact