

ECE/UCONN AMERICAN SIGN LANGUAGE CURRICULUM



Grade Level(s): 11-12

Curriculum Author(s): C. Williams

Course Description: Building on ASL I and II, this course thoroughly covers the structure of ASL Grammar, fingerspelling, numbers, and visual/gestural communication. Students also develop expressive and receptive skills in storytelling and dialogue. This class will enhance students' comprehension of the storytelling structure and cohesion. Emphasis will be on character development, role shifting, and story cohesion. We stress an emphasis on receptive and expressive skills through student-teacher interaction. The course includes direct teaching and interactive learning and allows students to thrive and succeed in a fully immersed signing learning environment.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner Attribute and Indicator
Food Through ASL	How can I express food preferences for different meals, the differences between foods, and some aspects of global cuisine through American Sign Language (ASL)?	Expressing food preferences, distinguishing between different foods, and exploring aspects of global cuisine through American Sign Language (ASL) involves using specific signs, classifiers, and facial expressions. Mastery of these ASL elements allows individuals to communicate their tastes and cultural insights effectively, enhancing their ability to connect with others in diverse culinary contexts.	<ul style="list-style-type: none"> ★ TCC1 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Numbers, Money Signs	How does the ability to express numbers and monetary signs in ASL help me communicate?	The ability to express numbers and monetary signs in American Sign Language (ASL) is essential for effective communication, as it allows individuals to convey precise information related to quantities, prices, and financial transactions.	<ul style="list-style-type: none"> ★ TCC1 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Describing Places	How does the ability to describe different places around me and around the world in ASL help me communicate?	The ability to describe places and destinations allows individuals to share and comprehend detailed information about locations, fostering connections and broadening perspectives within the Deaf community and beyond. Communicators can bridge	<ul style="list-style-type: none"> ★ TCC1 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)



		geographical and cultural gaps by effectively describing places, making conversations more meaningful and inclusive.	
Health and Wellness	How can I effectively communicate about my health and wellness in ASL?	Effectively communicating about health and wellness in ASL requires a strong grasp of relevant vocabulary, cultural norms, and expressive techniques. This includes understanding how to accurately convey symptoms, describe feelings, and discuss medical conditions. Mastery of these skills enables clear, precise communication with healthcare providers and others, fostering better health outcomes and ensuring that one's needs and concerns are understood.	★ TCC1 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Making Requests and Asking for Advice	What are the benefits of being able to make requests and ask for advice in ASL?	Being able to make requests and ask for advice enhances independence, builds trust, and creates inclusive environments where everyone can participate fully. Mastering these aspects of ASL promotes effective interpersonal interactions and strengthens relationships across diverse linguistic and cultural contexts.	★ TCC1 (9-12) ★ TCC4(9-12) ★ CCE4(9-12)
Expressing Opinions	Why is it important to be able to “voice” my own opinion in ASL?	Being able to voice your own opinion empowers you to express your identity, participate in meaningful dialogue, and	★ TCC1 (9-12) ★ TCC4(9-12) ★ CCE4(9-12))

		contribute to the shaping of your community and society. It fosters critical thinking, encourages diversity of thought, and promotes personal and collective growth.	
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(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Food Through ASL

Desired Results - Goals, Transfer, Meaning, Acquisition

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

[ACTFL Standards](#) and [ACTFL Proficiency Guidelines](#)

Communication

- Interpretive: Within the topics of self, family, school, activities, and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple sentences in conversations.
- Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

<p>Comparisons</p> <ul style="list-style-type: none"> → Language: Learners use language to investigate, explain, and reflect on the nature of language by comparing the language studied with their own. → Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied with their own. <p>Communities</p> <ul style="list-style-type: none"> → School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy. 	
<p>The vision of A Learner Attributes: Students can use their learning independently...</p> <ul style="list-style-type: none"> ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. 	
<p>Understandings: Students will understand that</p> <ul style="list-style-type: none"> • Expressing food preferences, distinguishing between different foods, and exploring aspects of global cuisine through American Sign Language (ASL) involves using specific signs, classifiers, and facial expressions. Mastery of these ASL elements allows individuals to communicate their tastes and cultural insights effectively, enhancing their ability to connect with others in diverse culinary contexts. • The most effective way to create a cooking instructional video in ASL involves clear and precise signing, visually accessible camera angles, and thoughtful pacing to ensure viewers can follow along easily. Incorporating visual aids, captions, and step-by-step demonstrations enhances comprehension. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I express food preferences for different meals, the differences between foods, and some aspects of global cuisine through American Sign Language (ASL)? • What is the most effective way to create an instructional cooking video in ASL?
<p>Students will know...</p>	<p>Students will be able to...</p>

<ul style="list-style-type: none"> • how to describe their meals and restaurants in American Sign Language. • How to explain a recipe with ingredients and directions and how to describe it through ASL. 	<p>communicate and interpret:</p> <ul style="list-style-type: none"> • Different types of foods • Directions • Measuring cups • Different types of restaurants • Signing ingredients and directions
<p>Essential Vocabulary: Food, Steak, chicken (etc.), oven, grill, restaurant, ¼ cup, ½ cup, McDonald's, Wendy's, bake, cook, fried foods, food temperature</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p><u>Summative:</u> <i>Create a cooking show in ASL.</i></p> <p>PBA: <i>Create and perform a presentation about a meal that they enjoy their families cooking. They will be required to use it in full ASL.</i></p>	<p>Other Evidence:</p> <p>Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)</p>
<p style="text-align: center;">Learning Plan</p>	
<p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. Unit Test: Receptive Test on different types of foods, Expressive Testing on different signs on their vocabulary.</p> <p>TCC1(9-12): I can ask purposeful, insightful questions to generate innovative solutions. Dialogue: Students can converse about different foods that their families enjoy cooking and that they enjoy eating in their daily lives and connect with other students and their experiences.</p> <p>CCE4(9-12): I can communicate and express my understanding authentically, respectfully, and relevantly, using the most effective mode of expression. PBA: Food Recipes Presentation of their favorite meal to cook.</p>	
<p>Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Unit materials will be compiled using a variety of</p>	

resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM.

Unit 2 - Numbers, Money Signs

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit:

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Communication

- Interpretive: Students can identify the topics of self, family, school, activities, and food, as well as some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences.
- Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.

- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

- Language: Learners use language to investigate, explain, and reflect on the nature of language by comparing the language studied with their own.
- Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied with their own.

Communities

- School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

The vision of A Learner Attributes: Students can use their learning independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to generate innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.
- ★ CCE4(9-12): I can communicate and express my understanding authentically, respectfully, and relevantly, using the most effective mode of expression.

Understandings: Students will understand that...

- The ability to express numbers and monetary signs in American Sign Language (ASL) is essential for effective communication, as it allows individuals to convey precise information related to quantities, prices, and financial transactions.
- ASL provides a clear and effective way to express the price of items, allowing for precise and accessible communication in financial transactions. Mastery of these skills enhances financial literacy and empowers individuals to navigate everyday situations involving money with confidence and clarity.

Essential Questions:

- How does the ability to express numbers and monetary signs in ASL help me communicate?
- How can we identify different coins and bills through ASL and express the price of items?

Students will know...

- The signs to express different types of money (cash, coins) and answer questions about how much something is.
- The signs to give prices and amounts back in ASL.

Students will be able to...

- Students will be able to communicate and interpret ASL related to purchases that they make at stores.
- Tell the value of money through ASL.

	<ul style="list-style-type: none"> Discuss plans for how much they will earn in an hour and yearly pay.
Essential Vocabulary: Cash, coins, salary, pay rate, earn, prices of different items, needs vs wants through money.	
Assessment Evidence	
Performance Tasks: <i>Summative:</i> Create a shopping center and do mock prices. One other student will be the presenter's partner, and they will have a customer/employee interaction involving money.	Other Evidence: Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)
Learning Plan	
TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. <i>Unit Test: Receptive Test on different types of money, Expressive Testing on different signs on their vocabulary related to money.</i> TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. <i>Dialogue: Students will be able to converse about different types of things they buy and explain the prices of each item.</i> CCE4(9-12): I can communicate and express my understanding in an authentic, respectful, and relevant way, using the most effective mode of expression. <i>PBA: Create a shopping center and do mock prices. One other student will be the presenter's partner, and they will have a customer/employee interaction involving money.</i>	
Teacher Resources: Due to the course's visual nature, no textbook is associated with it. However, rest assured that unit materials will be compiled using various resources to ensure a comprehensive learning experience. These resources include but are not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM	

Unit 3 - Describing Places

Desired Results - Goals, Transfer, Meaning, Acquisition

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Communication

- Interpretive: Students can identify the topics of self, family, school, activities, and food, as well as some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).
- Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available

through the language and its cultures.

Comparisons

- Language: Learners use the language to investigate, explain, and reflect on the nature of language by comparing the language studied and their own.
- Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Communities

- School and Global Communities: Learners use the language both within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

Vision of A Learner Attributes: Students can use their learning to independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression

Understandings: Students will understand that...

- The ability to describe places and destinations allows individuals to share and comprehend detailed information about locations, fostering connections and broadening perspectives within the Deaf community and beyond. Communicators can bridge geographical and cultural gaps by effectively describing places, making conversations more meaningful and inclusive.
- Advances in technology have positively impacted travel opportunities. Travel modifications provide more excellent opportunities for deaf and hard-of-hearing people. Sign language differs throughout the world.
- City life is unique due to its dynamic blend of cultural diversity, economic opportunities, and social interactions within a densely populated environment. The concentration of resources, services, and entertainment options creates a vibrant,

Essential Questions:

- How does the ability to describe different places around me and around the world in ASL help me communicate?
- How have the travel experiences for deaf and hard-of-hearing people improved over time?
- What makes city life unique?
- What challenges do deaf and hard-of-hearing people face when navigating a city?

<p>fast-paced lifestyle fostering innovation, collaboration, and community.</p> <ul style="list-style-type: none"> Deaf and hard-of-hearing individuals face unique challenges when navigating a city, including limited access to auditory information such as announcements, alarms, and spoken directions. These challenges can affect their safety, communication, and access to services. Understanding these obstacles highlights the importance of creating inclusive environments through visual cues, accessible technology, and community awareness to ensure equitable and safe urban experiences for everyone. 	
<p>Students will know...</p> <ul style="list-style-type: none"> Signs for identifying businesses, services, parks, etc, within a city. The purpose(s) of various businesses, etc. The unique aspects of city life in comparison with suburban and rural life 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Ask for and give basic directions from one point to another within a city. Examine what makes a city unique. Compare cities around the world to identify common and different elements. investigate specific issues certain cities face (e.g., pollution, preservation, etc.) suggest ways for cities to address the problems they are facing.
<p>Key Vocabulary: park, buildings, stadiums, farms, size, big, huge, large, tiny, small, medium, downtown, in a suburb, rural, busy, loud, quiet, convenient, exciting, modern, traditional, green, crowded, safe, dangerous.</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: Summative: Students will have the exciting opportunity to select a city of their choice and vividly describe its unique details through American Sign Language.</p>	<p>Other Evidence: Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)</p>
<p>Learning Plan</p>	
<p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life. CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of</p>	

expression.

PBA: Students will have the exciting opportunity to select a city of their choice and vividly describe its unique details through American Sign Language.

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

Dialogue: *Students will be able to converse about self with others, demonstrating how people greet and introduce themselves, keeping cultural differences in mind.*

Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 4 - Health and Wellness

Desired Results - Goals, Transfer, Meaning, Acquisition

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Communication

- Interpretive: Within the topics of self, family, school, activities and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).
- Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- Presentational: Presents personal information and expresses preferences about their life, everyday topics and activities, using simple sentences most of the time.

Cultures

- Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

- Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

- Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression

Understandings: Students will understand that...

- Maintaining a balanced lifestyle involves making intentional choices that promote health, happiness, and fulfillment, such as managing stress, practicing self-care, nurturing relationships, and balancing work and leisure. A balanced lifestyle supports overall well-being, resilience, and long-term health, allowing individuals to thrive in all aspects of life.
- Effectively communicating about health and wellness in ASL requires a firm grasp of relevant vocabulary, cultural norms, and expressive techniques. This includes understanding how to convey symptoms accurately, describe feelings accurately, and discuss medical conditions. Mastery of these skills enables clear, precise communication with healthcare providers and others, fostering better health outcomes and ensuring that one's needs and concerns are understood.
- Staying healthy involves making informed choices that promote physical, mental, and emotional well-being. This includes maintaining a balanced diet, engaging in regular physical activity, getting adequate rest, managing stress, and making proactive decisions regarding healthcare.

Essential Questions:

- What does it take to maintain a balanced lifestyle?
- How can I effectively communicate about my health and wellness in ASL?
- How can I stay healthy?

<p>Students will know...</p> <ul style="list-style-type: none"> • What elements are considered a part of a balanced lifestyle. • Signs related to health and wellness • Habits that lead to a healthier lifestyle 	<p>Students will be able to...</p> <p>Students will be able to communicate and interpret:</p> <ul style="list-style-type: none"> • Compare and contrast a healthier diet • Research and offer suggestions on a healthier lifestyle. • Ask for specific things (phone numbers, personal ID numbers, medical ID) • Understand how to express if they are healthy, sick or have pain in their bodies.
<p>Essential Vocabulary: Healthy, Sick, Doctor, Nurse, Body Parts (Head, Eyes, Ears, Mouth, etc), Fever, Cough, Sore throat, Headache (other student-generated vocabulary)</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p><i>Summative:</i> <i>Students will create a health poster and be able to describe to the class how to maintain a healthy lifestyle and prevent issues from arising in life.</i></p>	<p>Other Evidence:</p> <p>Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)</p>
<p>Learning Plan</p>	
<p>TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.</p> <p><i>Unit Test: Students will create a health poster and be able to describe to the class how to maintain a healthy lifestyle and prevent issues from arising in life.</i></p> <p>TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.</p> <p>CCE4(9-12): I can initiate discussions with my peers and teachers about various topics, respect differing viewpoints, actively listen to others, and respond thoughtfully with peer-reviewed evidence that is free of bias.</p> <p><i>Dialogue: Students will be able to converse about different health issues that they know of. They will be able to discuss them with each other in ASL to understand how to communicate about different types of illness and how to describe them.</i></p>	
<p>Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Units materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM,</p>	

ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 5 - Making Requests and Asking for Advice

Desired Results - Goals, Transfer, Meaning, Acquisition

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- Interpretive: Within the topics of self, family, school, activities and food, students can identify the topic and some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).
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and opinions using simple sentences and questions.

- Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Communities

- School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

Vision of A Learner Attributes: Students will be able to use their learning to independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression

<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Being able to make requests and ask for advice enhances independence, builds trust, and creates inclusive environments where everyone can participate fully. Mastering these aspects of ASL promotes effective interpersonal interactions and strengthens relationships across diverse linguistic and cultural contexts. • The best way to decline an invitation is with honesty, respect, and consideration for the other person's feelings. This approach helps maintain positive relationships by acknowledging the invitation and expressing gratitude, while clearly and politely conveying your inability to attend. Understanding and practicing this skill fosters effective communication and preserves mutual respect in social and professional interactions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the benefits of being able to make requests and ask for advice in ASL? • What is the best way to decline an invitation? • How can we show expressions while making or receiving a request through ASL?
<p>Students will...</p> <ul style="list-style-type: none"> • Different ways to agree and disagree through ASL. • Different ways to advise on a situation or incident involving a variety of situations. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Students will be able to modify the movement of the agreement verbs to indicate the subject and the object of the sentences. <p>Students will be able to communicate and interpret:</p> <ul style="list-style-type: none"> • Agreement and disagreement on different topics. • Another person's reaction during a situation that occurred.
<p>Key Vocabulary: bother-to, tease-to, borrow-from, ignore-to, not+finish, not+must, should+not, none or not+have, not-yet, not-want, forbid, not-allow, refuse, tell-to, phone-to, send/mail-to, inform-to, pay-to</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p><u>Summative:</u> <i>Students will create a mock video with a partner to discuss different situations through ASL and sign it through a video in class related to disagreeing with a topic or agreeing with topics from the teacher-made criteria.</i></p>	<p>Other Evidence:</p> <p>Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)</p>
<p>Learning Plan</p>	

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.

Dialogue: *Students will discuss how they agree and disagree on conversational topics throughout life.*

TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.

Unit Test: *Students will create a mock video with a partner to discuss different situations through ASL and sign it through a video in class related to disagreeing with a topic or agreeing with topics from the teacher-made criteria.*

Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Unit materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM

Unit 6- Expressing Opinions

Standards are based on ACTFL and ACTFL Proficiency guidelines. For more information, visit

[ACTFL Standards](#) and [ACTFL Proficiency Guidelines](#)

Communication

- Interpretive: Students can identify the topics of self, family, school, activities, and food, as well as some isolated facts from simple sentences in informational texts and short fictional texts (French, Spanish). Understand familiar questions and statements from simple conversation sentences (ASL, French, Spanish).

- Interpersonal: Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics using simple sentences. Interact with others to meet basic needs related to daily life and activities. Express and give preferences and opinions using simple sentences and questions.
- Presentational: Presents personal information and expresses preferences about their life, everyday topics, and activities, using simple sentences most of the time.

Cultures

- Relating Cultural Practices to Perspective: Learners use the language to explore and reflect on the practices and perspectives of the cultures studied.
- Relating Cultural Products to Perspective: Learners use the language to explore and reflect on the products and perspectives of the cultures studied.

Connections

- Making Connections: Learners build, reinforce, and expand their knowledge of geography and sociology while using the language to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives available through the language and its cultures.

Comparisons

- Language: Learners use the language to investigate, explain, and reflect on the nature of language by comparing the language studied and their own.
- Cultural: Learners use the language to investigate, explain, and reflect on the concept of culture by comparing the cultures studied and their own.

Communities

- School and Global Communities: Learners use the language within and beyond the classroom to interact with others in their community about themselves, their families, their activities, and the foods they enjoy.

The vision of A Learner Attributes: Students can use their learning independently...

- ★ TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- ★ TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

★ CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Being able to voice your own opinion empowers you to express your identity, participate in meaningful dialogue, and contribute to the shaping of your community and society. It fosters critical thinking, encourages diversity of thought, and promotes personal and collective growth. • Deaf people communicate about their feelings through various expressive methods, including sign language, facial expressions, body language, written communication, and assistive technologies. These diverse modes of communication enable them to convey emotions and thoughts effectively. • Expressing personal preferences is beneficial because it fosters self-awareness, builds confidence, and helps establish identity. It allows individuals to clearly communicate their needs and desires, leading to more meaningful relationships and better decision-making. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to be able to “voice” my own opinion in ASL? • How can deaf people communicate about their feelings? • Why is it beneficial to express my preferences?
<p>Students will know...</p> <ul style="list-style-type: none"> • Signs for different types of personal qualities, such as physical and social characteristics • Communication includes facial expressions and body language. 	<p>Students will be able to...</p> <p>Communicate and interpret</p> <ul style="list-style-type: none"> • Descriptions of personalities, preferences, and opinions.
Essential Vocabulary: nice, helpful/altruistic, moody, mad, happy, excited, conceited, rude, polite, Flick-Shoulder, Trust, Blunt	
Assessment Evidence	
<p>Performance Tasks:</p> <p><u>Summative:</u> <i>Students will learn about famous people. The presenting student needs to sign about the person, and the class needs to guess who the person is through ASL.</i></p>	<p>Other Evidence:</p> <p>Signing, expressive, and receptive communication through ASL in performance-based formative interims. TCC4(9-12) CCE4(9-12)</p>

Learning Plan

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.

Unit Test: *Students will learn about famous people. The presenting student needs to sign about the person, and the class needs to guess who the person is.*

TCC4(9-12)TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career, and life.

Dialogue: *Students can converse about different opinions on different topics. They will be able to ask and respond thoughtfully and through full ASL.*

Teacher Resources: Due to the course's visual nature, no textbook is associated with it. Unit materials will be compiled using a variety of resources including but not limited to ASLUNIVERSITY.COM, HANDSPEAK.COM, LEARNHOWTOSIGN.ORG, FLIPGRID.COM, ASLRESOURCE.NET, ASL BROWSER - MICHIGAN STATE UNIVERSITY films, SIGNING SAVVY, DEAFNEWSPAPER.COM, GALLAUDET.EDU, HOWYOUSIGN.COM