American Sign Language	Level - Year 2
UNIT 3:	**Personal Descriptions**
LESSON 1:	**Giving Opinions and Tendencies**

Targeted Proficiency Range:
Interpersonal - SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency
Interpretive - SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency
Presentational - SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency.

Georgia Standards/Skills In Focus

ASL2.IP1A. Express needs and preferences.
ASL2.IP1B. Express feelings and emotions.
ASL2.IP1D. Give descriptions.
ASL2.IP1F. Ask questions and provide responses based on topics such as self, others, and immediate environment.
ASL2.IP2A. Initiate, participate in, and close an exchange.
ASL2.IP2B. Use simple paraphrasing to convey and comprehend messages.
ASL2.IP2C. Use non-manual aspects of ASL to convey and comprehend messages.
ASL2.IP2D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.
ASL2.INT1D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.
ASL2.INT2A. Differentiate among statements, questions, and commands.
ASL2.INT2B. Comprehend basic non-manual markers.
ASL2.P1A. Retell main ideas and essential details from level-appropriate ASL materials.
ASL2.P1B. Give brief, organized signed presentations, using visual and technological support as appropriate.
ASL2.P1C. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.
ASL2.P2A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.
ASL2.CU1B. Identify patterns of behavior typically associated with Deaf culture.
ASL2.CCC2A. Compare and contrast social conventions of the target culture with the student(s)' own culture.
ASL2.CCC3A. Compare vocabulary usage and structural patterns of the target language with English.
ASL2.CCC3B. Use level-appropriate idiomatic expressions and slang in the target language.

Description:

In this lesson, students will learn to give opinions and compare tendencies with others.

Essential Question(s):

How do I give opinions by describing tendencies?
How do I compare tendencies with others?

What is temporal aspect and how is it used when describing tendencies?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	**INTERPERSONAL SIGNING**	**PRESENTATIONAL SIGNING**
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to tendencies, personal qualities, knowledge and expertise and hypothetical reactions.	I can understand, interpret, and analyze what is viewed related to tendencies, personal qualities, knowledge and expertise and hypothetical reactions.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences of viewers, related to tendencies, personal qualities, knowledge and expertise and hypothetical reactions.

CULTURES	
INVESTIGATE (Products and Practices)	**INTERACT (Language and Behavior)**
I can use the language to investigate, explain, and reflect on the relationship of the American Deaf Culture.	I can exchange simple information in signed language, utilizing cultural references where appropriate to function in the American Deaf-World
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to function in the American Deaf-World.

CONNECTIONS	
I can build, reinforce, and expand my knowledge of the history of ASL, Deaf Education, and the nuances of the American Deaf-World while using signed language to develop critical thinking and to solve problems creatively.	I can access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.

COMPARISONS	
I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.

COMMUNITIES	
I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

ESSENTIAL VOCABULARY
Punctuality: GO-TO++, LATE++, SKIP-WORK++, TIME++ Approach to work: COMPLETE++, PAY-ATTENTION, PLAY++, POSTPONE++. WORK-char Level of Accountability: BE-BROKE, BE-CAREFUL, BE-CARELESS, GOOD BE-RESPONSIBLE, IN-GEAR++, GOOD MONEY+EXCHANGE, MESSED-UP, NOT+BE-RESPONSIBLE++ Relating to Others: AGREE-with++, BASHFUL+, BE-HONEST, BE-NEGATIVE++, BE-POSITIVE++, COMPLAIN++, CRITICIZE++, DISAGREE++, ENCOURAGE++, GET-ALONG-WITH, INSULT

FUNCTIONS/FORMS	
Function (How to Use the Language)	**Form (Language Structures)**
Contrastive Structure	Use space on sides of body to compare/contrast people's tendencies
Temporal Aspect	Temporal aspect means showing how the verb is being done with relation to time. You can inflect verbs to show if something is being done regularly, continually, repeatedly, or for an extended period of time.

Lesson - 1	

OPENING
Getting students ready to learn
	Step 1: Communicate learning Intentions and determine readiness
	  A. Greet students; have them greet each other.
	  B. Explain that we will be discussing tendencies and opinions based on those tendencies.
	  C. Standards: Display, Read, and Introduce:
	    ● I can give opinions about someone's tendencies.
	    ● I can compare tendencies with others.
	    ● I can explain the temporal aspect and how it is used when discussing tendencies.

	Step 2: Communicate success criteria: A. I can give opinions and compare my tendencies with others.

	Step 3: Build Commitment and Engagement
	  A. Tell about your own tendency and ask if students have the same or opposite.
	  B. For example, ME/I TEND-TO (PUNCTUAL). YOU SAME AS (yes/no question)
	  C. Continue giving different examples of tendencies and have students agree or disagree with each one.

	Step 4: Give students new information
	  A. Explain the meaning of temporal aspect and show that ON-TIME signed repeatedly converts to the meaning PUNCTUAL ALWAYS.
	  B. For example: TODAY, MAN IX "man" GO-TO CLASS. Temporal aspect can be added to the phrase GO-TO to describe a person's tendency to always go to class: MAN IX "man" GO-TO++CLASS, NEVER MISS.
	  C. Use situations and OPPOSITE to introduce signs with temporal aspect indicated by ++: ON-TIME++, LATE++. GO-TO++, SKIP-WORD++, COMPLETE++, POSTPONE++, PAY-ATTENTION++, BE-RESPONSIBLE++, IN-GEAR++, MESSED-UP++, GOOD MONEY+EXCHANGE++, BE-BROKE++, WORK++

	D. Show signs for other vocabulary words including: NOT+RESPONSIBLE, BE-CAREFUL, BE-CARELESS
WORK PERIOD Releasing students to do the work	**Step 5: Guide students through practice using the new information** - *Learning by Doing*

Teacher Actions	Student Actions
A. Ask about punctuality and ask which of the above words fall into this category and which are the opposite. B. Ask which approach to work and activities would be included into this category and which are the opposite.	A. Students should respond with ON-TIME++, LATE++, GO-TO++, SKIP-WORK++ B. Students should respond with: WORK, PLAY++, COMPLETE++, POSTPONE++, PAY-ATTENTION++, BE-RESPONSIBLE++, NOT+RESPONSIBLE, BE-CAREFUL, BE-CARELESS, IN-GEAR++, MESSED-UP++, GOOD MONEY+EXCHANGE++, BE-BROKE++

CLOSING Helping students make sense of their learning	**Step 6: Showcase students' learning** A. Give a sign, and ask students to give the opposite. For example:

GO-TO++	SKIP-WORK++
COMPLETE++	POSTPONE++
BE-RESPONSIBLE++	NOT+RESPONSIBLE
IN-GEAR++	MESSED-UP++

	Step 7: Extend learning A. Have students write down any of the new vocabulary words that describe themselves. B. Practice signing the words using temporal aspect.
Finish Early or Need Challenge	**If a student finishes early or needs an extra challenge** A. Students can come up with other tendencies of ways they describe themselves. B. Research the signs for those.

Transition to Lesson - 2	
OPENING Getting students	**Step 1: Communicate learning Intentions and determine readiness:** A. Greet students; have them greet each other and give them a tendency for them to call out what it means. B. Ask and answer questions and recap key skills from the previous lesson.

ready to learn	**Step 2: Communicate success criteria:**
	    A. I can compare tendencies.
	    B. I can ask/tell how two people are the same or different.
	Step 3: Build Commitment and Engagement:
	    A. Ask students what words they wrote down to describe themselves and their tendencies.
	    B. Quiz students to see if they recall the signs for those words.
	Step 4: Give students new information:
	    A. Today, we will discuss the words relating to others: QUIET++, BASHFUL++, TALK++, CHAT++, MEET++, AGREE-with++, BE-HONEST, LIE++, SHARE++, SELFISH++, etc.

WORK PERIOD Releasing students to do the work	
CLOSING Helping students make sense of their learning	
Finish Early or Need Challenge	

Suggested Learning Resources

ASL (OER Resources)
American Sign Language I (ASL 121)
American Sign Language II (ASL 122)
American Sign Language III (ASL 123)

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