**Area of Learning: SECOND LANGUAGES — ASL Introductory Grade 11**

**AMERICAN SIGN LANGUAGE (ASL) INTRODUCTORY 11**

**Description**

American Sign Language (ASL) Introductory 11 has been developed to offer an opportunity for students who did not begin ASL in the elementary grades to enter ASL at the secondary level. ASL Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for ASL 11. It should be noted that this course does not replace the richness of the regular ASL 5-10 curriculum.

It is assumed that students would have limited to no background in ASL prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in ASL Introductory 11 is not limited to Grade 11 students,   
and there are no prerequisites for this course.

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**BIG IDEAS**

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| Viewing with intent helps us understand and acquire a new language. |  | **Stories** help us  to acquire language and **understand the world**  around us. |  | **Non-verbal cues** are integral to communicating meaning. |  | Expressing ourselves in a new language requires courage,  risk taking,  and perseverance. |  | Exploring Deaf culture and diverse **forms of cultural expression** allows us to appreciate cultural diversity. |  | Acquiring ASL provides a unique opportunity  to interact with Deaf communities and  the Deaf world. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Recognize the **relationships** between common handshapes, location of signs, common facial expressions, variants in size, style, intensity of signs, and meaning * Comprehend **key information** and supporting details in stories and texts * Use a variety of **strategies** to increase understanding * Exchange ideas and information * Create **alphabet and number stories** * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Engage in **Deaf cultural experiences** * Describe **similarities and differences** between their own cultural practices  and those of the local Deaf community * Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * ASL as a **natural language** * manual alphabet * numbers and number system * basic **classifiers** * **five parameters** of ASL * facial expressions, **non-manual signals**, size, style, intensity, movement, and location * **signer’s perspective**   iconic signs, commonly used vocabulary, and **ASL sentence structures,** including:   * + types of **questions**   + sharing information   + time and frequency   **comparisons**   * past, present, and future **time frames** * common elements of stories * **society’s perceptions** of D/deaf people |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
|  | * social movements, **practices, and traditions** of  Deaf people * creative works that express Deaf culture and experiences * regional variations in sign language * unique **cultural conventions** of Deaf communities and their role in cultural identity * **D/deaf** perspectives and points of view * First Peoples perspectives connecting language  and culture, including **histories, identity**, and **place** |