

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.

BIG IDEAS

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

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> 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	<i>Students are expected to know the following:</i> - 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

Learning Standards (continued)

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