**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** |

| **SECOND LANGUAGES – ASL Introductory Big Ideas – Elaborations Grade 11** |
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| * **Stories:** Stories are a narrative form of text that can be written or visual. Stories are derived from truth or fiction and may be used to seek  and impart knowledge, entertain, share history, and strengthen a sense of identity. * **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity * **Non-verbal cues:** non-manual signals, including facial expressions, pausing and timing, shoulder shifting, mouth morphemes, eye gaze * **forms of cultural expression:** represent the experience of the people from whose culture they are drawn (e.g., number stories, Deaf mime,  songs, poetry and prose, painting, sculpture, theatre, dance, filmmaking, musical composition, architecture) |

| **SECOND LANGUAGES – ASL Introductory Curricular Competencies – Elaborations Grade 11** |
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| * **relationships:** e.g., blind/doubt/Ireland, ugly/dry/summer * **key information:** to answer the questions, “Who?” “What?” “Where?” “When?” “Why?”, and “How?”   **strategies:**   * + including context, prior knowledge, compound signs (e.g., breakfast = [eat+morning], parents = [mother+father], agree = [think+same])   + iconic signs that look like the intended meaning (e.g., eat, drink, sit, stand, sleep, book, door), including iconic similarities   + size, style, intensity, movement, location, and position of a sign   + facial expression   mouth morphemes  **alphabet and number stories:**   * + Alphabet stories use some of the letters of the alphabet (e.g. using a few consecutive letters, such as the letters of students’ names,  or from the words for places or objects).   Number stories use number signs in sequence to express a short story and can consist of a descriptive sentence or sequence of events.   * **Seek clarification and verify:** Request or provide repetition, word substitution, reformulation, or reiteration. * **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, music/percussion, photographs, videos, props, digital media * **Deaf cultural experiences:** e.g., technology, blogs, school visits (including virtual/online visits), conferences, plays, social media * **similarities and differences:** for example, discussing cultural ways of being, D/deaf education * **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, and intuitive |

| **SECOND LANGUAGES – ASL Introductory Content – Elaborations Grade 11** |
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| * **natural language:** a language that has evolved naturally through use and repetition; a complete language on its own   **classifiers:**   * + handshapes that are typically used to show different “classes” of things, sizes, shapes, and movement   basic classifiers: CL:1, CL:2, CL:3, CL:B (modified)   * **five parameters:** handshape, movement, palm orientation, location, facial expression   **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes  and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:   * + facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)   + conveying “tone of voice” while signing   + mouth morpheme: “cha” (big), “fish” (finish), “diff-diff-diff” (different), “pah” (finally, tends to), “pow” (suddenly)   + head nod/shake   + WH-face (eyebrows down for a WH question, shoulders up, head tilted slightly)   + shoulder shift/contrastive structure/spatial organization   + eye gaze: must be used with deixis (pointing)   mouth open: used to convey length of time   * **signer’s perspective:** Spatial relationships are always signed in ASL from the perspective of the signer, not adjusted for the perspective  of the addressee.   **ASL sentence structures:**   * + topic and time, using shoulder shift, simple listing and ordering technique, and the sign “which” to indicate choice   + conveying a positive or negative emotion   + “quiet” or “loud” (intended for large audiences or individuals — “whispered” or “shouted”)   + making a statement or asking a question   + topic-comment   S-V-O: subject-verb-object   * **questions:** WH, yes-no, rhetorical * **comparisons:** shoulder shifting, contrastive structure * **time frames:** ASL timeline (e.g., mark tenses with signs as well as location and indicate short and long time spans) * **society’s perceptions:** descriptive terminology, perceived capabilities, societal status * **practices, and traditions:** e.g., strong sense of community, collectivistic nature, naming customs; creative handshape play as an integral  part of the language and culture of the Deaf community; ASL as a natural language; ASL as a non-written language * **cultural conventions:** For example, Deaf conventions for attention-getting may include shoulder tapping, stomping on ground, and flicking of lights. * **D/deaf:** “D/deaf” refers to both “Deaf” people who identify with the Deaf culture and “deaf” people who do not. It is often used as a shortcut to describe both groups who are similar but not exactly the same when it comes to communication. * **histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols * **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals. * **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works. |