**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 5**

**BIG IDEAS**

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| Viewing with intent helps us acquire  a new language. |  | **Non-verbal cues** contribute meaning  in language. |  | We can explore our identity through  a new language. |  | **Reciprocal** communication is possible with **gestures**. |  | **Stories** help  us to acquire language. |  | Each culture has traditions and ways of celebrating. |

**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 gestures, common **facial expressions**  and meaning * Recognize varying meanings in size, **style**, and intensity of signs * Identify key information in simple signed phrases * Comprehend high-frequency vocabulary and simple stories * Use **language-learning** **strategies** * Respond to simple commands and instructions * Participate in simple interactions * **Seek** **clarification** of meaning * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * Demonstrate awareness of the Deaf community and some of its unique **conventions** * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * 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 1-20 * **gender placement** of signs * **non-manual signals** * **number story 1-5**   common, iconic signs and basic **ASL structure**, including:   * + **questions**   + information about themselves and others   + **likes, dislikes, and preferences**   **descriptions**   * common elements of cultural traditions * **cultural aspects** of and information about Deaf communities * First Peoples perspectives connecting language and culture, including **histories**, **identity**, and **place** |

**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 6**

**BIG IDEAS**

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| Viewing with  intent helps  us understand  a message. |  | **Non-verbal cues** help us construct and understand meaning in language. |  | **Reciprocal** communication is possible using **mime and gestures** to clarify meaning. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Learning about ASL language and Deaf communities helps us to develop cultural awareness  of the **D/deaf** experience. |

**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 **style** and gestures, position of a sign, common facial expressions, and meaning * Recognize the **relationships** between common handshapes and location of signs, and their role in making different meanings * Identify key information in signed phrases * **Comprehend** high-frequency vocabulary, simple stories, and simple **creative works** * Use **language-learning strategies** * Create simple **number stories** * Respond to simple questions, commands, and instructions * Exchange ideas and information in complete **ASL sentences** * Develop proficiency in finger spelling * **Seek** **clarification** of meaning * Share information using the **presentation format** best suited to their own and  others’ diverse abilities   Personal and social awareness   * Demonstrate awareness of Deaf communities * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * 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** * basic **classifiers** * **non-manual signals** * number story 1-5 * introduction protocols   common, high-frequency signs and basic **ASL structure**, including:   * + information about **self and others**   + questions   + common emotions and physical states   + **descriptions** of people and objects   likes and dislikes   * **cultural aspects** of and information about Deaf and other diverse communities * First Peoples perspectives connecting language and culture, including **histories**, **identity**, and **place** |

**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 7**

**BIG IDEAS**

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| Viewing with intent helps us understand a variety of messages. |  | **Non-verbal cues**  are integral to communicating meaning. |  | **Reciprocal** interactions help us understand and acquire language. |  | **Stories** help us to acquire language and **understand the world** around us. |  | Knowing about Deaf and other diverse communities helps us develop cultural awareness. |

**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 and location of signs  and how they make meaning * Comprehend meaning in stories * Comprehend **key information** and supporting details in **texts** and other communications * Use **language-learning strategies** to increase understanding * Use facial expressions, non-manual signals, movement, and location to communicate effectively in ASL * Create simple **handshape stories** * Follow instructions to complete a task and respond to questions * Exchange ideas and information using complete **ASL sentences** * **Seek clarification** of meaning using common statements and questions * Share information using the **presentation format** best suited to their own and others’ diverse abilities   Personal and social awareness   * Investigate Deaf communities around the world * Identify, share, and compare information about **Deaf culture and experiences** * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * 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** * **five parameters** of ASL * **classifiers** * **non-manual signals**   common, high-frequency signs and basic **ASL structure**, including:   * + **self and others**   + types of questions   + **locations and directions**   + likes, dislikes, and preferences   simple **comparisons**   * **cultural aspects** of and information about Deaf and  other diverse communities * **handshape stories** * **D/deaf** perspectives and points of view * First Peoples perspectives connecting language and culture, including **histories**, **identity**, and **place** |

**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 8**

**BIG IDEAS**

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| Viewing with intent supports our acquisition and understanding of  a new language. |  | We can express ourselves and discuss the world around us in  a new language. |  | With increased fluency, we can participate actively  in **reciprocal** interactions. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** are an expression of language and culture. |  | Acquiring a new language and learning about another culture deepens our understanding of our own language and of Deaf language and culture. |

**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, movement, and  location of signs and how they can be used to make different meanings * Comprehend **key information** and supporting details in communications * Use various **strategies** to increase understanding and produce language * **Narrate and retell** stories * Exchange ideas and information using complete **ASL sentences** * **Seek clarification and** **verify** meaning * Share information using the **presentation format** best suited to their own and  others’ diverse abilities   Personal and social awareness   * Identify, share, and compare information about Deaf communities around the world * Describe similarities and differences between their own cultural practices and  cultural practices of the local Deaf community * Explore ways to engage in **Deaf cultural experiences** * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**,  and local cultural knowledge | *Students are expected to know the following:*   * **non-manual signals**   common, high-frequency vocabulary and **ASL structures**, including:   * + types of questions   + **people**, objects, and personal interests   + comparisons   + common emotions and physical states   basic beliefs and opinions   * past, present, and future **time frames** * common elements of stories * Deaf communities around the world * **society’s perceptions** of Deaf people through time * **cultural aspects** of Deaf communities * creative works from Deaf culture * **D/deaf** perspectives and points of view * First Peoples perspectives connecting language and culture, including **histories**, **identity**, and **place** |

**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 9**

**BIG IDEAS**

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| Viewing with intent strengthens our acquisition and understanding of  a new language. |  | Acquiring a new language allows us to explore our own identity and culture from  a new perspective. |  | Conversing about things we care about can motivate our learning  of a new language. |  | We can share our experiences and perspectives through **stories**. |  | **Creative works** allow us to experience Deaf culture and appreciate cultural diversity. |

**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, movement, and location of signs and how they can be used to make different meanings * **Derive meaning** from a variety of **texts** * Use various **strategies** to increase understanding and communicate * **Narrate** stories * Participate in short and simple **conversations** * Exchange ideas and information using complete ASL sentences and in writing * **Seek clarification and** **verify** meaning * Share information using the **presentation format** best suited to their own and others’ diverse abilities | *Students are expected to know the following:*   * **non-manual signals**   an increasing range of commonly used vocabulary and **ASL sentence structures**, including:   * + types of questions   + descriptions of **people**, objects, locations   + comparisons   + sequence of events   personal interests, needs, opinions   * past, present, and future **time frames** * elements of common texts * common elements of stories * cultural aspects of Deaf communities, including **practices and traditions** * creative works from Deaf culture * Deaf communities around the world * **society’s perceptions** of Deaf people over time * **cultural aspects** of Deaf communities * **D/deaf** perspectives and points of view * First Peoples perspectives connecting language and culture, including **histories**, **identity**, and **place** |

**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 9**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness   * Recognize the importance of story in personal, family, and community identity * Describe cultural practices, traditions, social movements, and attitudes of Deaf communities and their role in cultural identity * Analyze **similarities and differences** between their own cultural practices and  cultural practices of the local Deaf community * Explore ways to engage in **Deaf cultural experiences** * Examine personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**,  and local cultural knowledge |  |

**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 10**

**BIG IDEAS**

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| Viewing with intent supports our acquisition and understanding of  a new language. |  | **Stories** give us unique ways to understand and reflect on meaning. |  | Expressing ourselves and engaging in conversation in a new language requires courage, risk taking and perseverance. |  | **Cultural expression** can take many different forms. |  | Acquiring a new language 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 that **choice of signs,** and how they are presented, affects meaning * Use various **strategies** to increase understanding and communicate * Share meaning **derived** from a variety of **texts** * Locate and explore a variety of **media** in ASL * Recognize the relationships between common handshapes, movement, and location  of signs to make different meanings * **Narrate** stories in ASL * Exchange ideas and information using ASL sentences and in writing * Share information using the **presentation format** best suited to their own and others’ diverse abilities * Respond to questions and instructions * **Seek clarification and verify** meaning   Personal and social awareness   * Identify the regional variations of ASL * Engage in **Deaf cultural experiences** * Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge; other **ways of knowing**,  and local cultural knowledge | *Students are expected to know the following:*   * **non-manual signals**   vocabulary and **ASL sentence structures**, including:   * + types of questions   + situations, activities, sequence of events   + degrees of likes or dislikes   + personal interests, needs and opinions   **elements** and **register**   * past, present, and future **time frames** * **common elements** **of stories** * idiomatic expressions from across Deaf communities * contributions to society and other accomplishments  of **D/deaf** or hard-of-hearing people, including Canadians * creative works from Deaf culture * **society’s perceptions** of Deaf people over time * **cultural aspects** of Deaf communities * D/deaf perspectives and points of view * First Peoples perspectives connecting language and culture, including **histories**, **identity**, and **place** |