**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**
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**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**
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**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**
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**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**
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**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
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**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**
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