

## BIG IDEAS

Viewing and expressing with intent supports our acquisition of a new language.	Language and culture are interconnected and shape our perspective, identity, and voice	The communicative context determines how we express ourselves.	Exploring diverse <b>forms of cultural expression</b> promotes greater understanding of our own cultural identity.	Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize how <b>choice of signs</b> affects meaning</li> <li>Share and negotiate meaning derived from a wide variety of <b>texts</b> and <b>contexts</b></li> <li><b>Locate</b> and explore a variety of authentic representations of ASL</li> <li><b>Narrate stories</b></li> <li>Respond <b>personally</b> to a variety of materials</li> <li><b>Engage</b> in meaningful conversations on a variety of topics</li> <li>Express themselves with growing fluency</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Investigate regional variations in ASL</li> <li>Identify and discuss <b>perspectives</b> in texts</li> <li>Engage in <b>Deaf cultural experiences</b></li> <li>Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in ASL</li> <li>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>non-manual signals</b></li> <li>increasingly complex vocabulary and sentence structures, including: <ul style="list-style-type: none"> <li>complex questions</li> <li>personal experiences, lifestyles, and relationships</li> <li>future events</li> <li>explanation and justification of opinions</li> <li>points of view</li> <li><b>elements</b> and <b>register</b></li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li>ASL <b>resources and services</b></li> <li>contributions to society and other accomplishments of <b>D/deaf</b> or hard-of-hearing people, including Canadians</li> <li>creative works from Deaf culture</li> <li><b>society's perceptions</b> of Deaf people over time</li> <li><b>cultural aspects</b> of Deaf communities</li> <li>D/deaf perspectives and points of view</li> <li>First Peoples perspectives connecting language and culture, including <b>histories, identity, and place</b></li> </ul>

Big Ideas – Elaborations

- **forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **choice of signs:** nuances among tenses, pronouns, placement and location of signs, similar signs with different meanings
- **texts:** “Text” is a generic term referring to all forms of written, visual, and digital communication. Written and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **contexts:** audience, purpose, setting, formality/informality
- **Locate:** discovering various types of ASL materials
- **Narrate:**
  - using expressions of time and transitional signs to show logical progression
  - using past, present, and future time frames
- **stories:** Stories, including handshape 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.
- **personally:** e.g., providing personal interpretations or opinions
- **Engage:**
  - with peers, teachers, and members of the wider community
  - can include virtual/online conversations
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **perspectives:** A text can reflect the author’s point of view which may include bias.
- **Deaf cultural experiences:** e.g., blogs, vlogs, school visits (including virtual visits), performances, exchanges, festivals, films, pen-pal letters, plays, social media
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **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)
  - distance signals: eyes open wide, cheek to shoulder, mouth open, teeth/tongue
  - nose twitch
- **elements:** format, context, audience, purpose
- **register:** communicating with strangers, elders, peers, friends, family
- **time frames:** ASL timeline (e.g., mark tenses with signs, as well as location, and indicate short and long time spans)
- **resources and services:** e.g., blogs, courses, clubs, informal and formal groups, associations, online resources
- **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.
- **society’s perceptions:** e.g., descriptive terminology, perceived capabilities, societal status
- **cultural aspects:** Deaf communities and culture and their collectivistic nature (i.e., focused on the group and its interests); impacts of history and experiences on language and culture
- **histories:** e.g., conversations with an Elder about local 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.

## BIG IDEAS

Language learning is a lifelong process.	Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.	With increased language proficiency, we can discuss and justify opinions with nuance and clarity.	Exploring diverse <b>forms of cultural expression</b> promotes greater understanding and appreciation of cultures worldwide.	Becoming more proficient in a new language enables us to explore global issues.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Negotiate meaning in a wide variety of <b>contexts</b></li> <li>• Locate and explore a variety of materials in ASL</li> <li>• Recognize different <b>purposes</b>, degrees of formality, and cultural points of view in a variety of materials</li> <li>• <b>Narrate</b> a selection of <b>stories</b></li> <li>• Respond <b>personally</b> to a variety of texts and communications</li> <li>• <b>Engage</b> in meaningful conversations on a variety of topics</li> <li>• Express themselves with <b>fluency and accuracy</b></li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>non-manual signals</b></li> <li>• increasingly complex vocabulary and sentence structures, including: <ul style="list-style-type: none"> <li>– complex questions and opinions</li> <li>– needs and emotions</li> <li>– sequence of events in stories</li> <li>– <b>elements</b> and <b>register</b></li> </ul> </li> <li>• past, present, and future <b>time frames</b></li> <li>• <b>features</b> of major ASL regional dialects</li> <li>• ASL <b>resources and services</b></li> <li>• impact of history and experiences on language and <b>culture</b></li> <li>• contributions to society and other accomplishments of <b>D/deaf</b> or hard-of-hearing people, including Canadians</li> <li>• creative works from Deaf culture</li> <li>• <b>society's perceptions</b> of Deaf people over time</li> <li>• <b>cultural aspects</b> of Deaf communities</li> <li>• D/deaf perspectives and points of view</li> <li>• First Peoples perspectives that connect language and culture, including <b>histories, identity, and place</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Identify and explain <b>perspectives</b> in texts</li> <li>• Recognize and explain <b>connections</b> between language and culture</li> <li>• Engage in <b>Deaf cultural experiences</b></li> <li>• Explore <b>opportunities</b> to continue language acquisition beyond graduation</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in ASL</li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

<p style="text-align: right;"><b>SECOND LANGUAGES – American Sign Language (ASL)</b> <b>Grade 12</b></p>	
<p><b>Big Ideas – Elaborations</b></p> <ul style="list-style-type: none"> <li>• <b>forms of cultural expression:</b> represent the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</li> </ul>	

Curricular Competencies – Elaborations

- **contexts:** audience, purpose, setting, formality/informality
- **purposes:** e.g., to convince, inform, entertain
- **Narrate:**
  - using expressions of time and transitional signs to show logical progression
  - using past, present, and future time frames
- **stories:** Stories, including handshape 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.
- **personally:** e.g., providing personal interpretations or opinions
- **Engage:**
  - with peers, teachers, and members of the wider community
  - can include virtual/online conversations and social media
- **fluency and accuracy:** includes using the full range of tenses and moods, developing flow, employing precise vocabulary, and using appropriate structures
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **perspectives:** A text can reflect the author’s point of view which may include bias.
- **connections:** as expressed through creative works (e.g., art, books, performance, visual art, poems), regional dialects, historical origins of words and expressions
- **Deaf cultural experiences:** e.g., blogs, vlogs, school visits (including virtual visits), performances, exchanges, festivals, films, pen-pal letters, plays, social media
- **opportunities:** e.g., clubs, online resources, personal connections, travel, volunteering
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

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  - 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)
  - distance signals: eyes open wide, cheek to shoulder, mouth open, teeth/tongue
  - nose twitch
- **elements:** format, context, audience, purpose
- **register:** e.g., formal/informal; communicating with strangers, elders, peers, friends, family
- **time frames:** ASL timeline (e.g., mark tenses with signs, as well as location, and indicate short and long time spans)
- **features:** e.g., accents, idiomatic expressions, slang, humour, local vocabulary
- **resources and services:** e.g., blogs, courses, clubs, informal and formal groups, associations, online resources
- **culture:** e.g., how creative works of D/deaf communities have been shaped by their histories
- **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.
- **society’s perceptions:** e.g., descriptive terminology, perceived capabilities, societal status
- **cultural aspects:** Deaf communities and culture and their collectivistic nature (i.e., focused on the group and its interests); impacts of history and experiences on language and culture
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
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