

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
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> • 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

Big Ideas – Elaborations

- **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, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **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

Content – Elaborations

- **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.

Content – Elaborations

- **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.