## BIG IDEAS

| 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

### Curricular Competencies

**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

### Content

**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

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

Curricular Competencies

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

Content

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
## BIG IDEAS

- **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

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Students are expected to be able to do the following:</strong></td>
<td><strong>Students are expected to know the following:</strong></td>
</tr>
<tr>
<td><strong>Thinking and communicating</strong></td>
<td>• ASL as a natural language</td>
</tr>
<tr>
<td>• Recognize the relationships between common handshapes and location of signs and how they make meaning</td>
<td>• five parameters of ASL</td>
</tr>
<tr>
<td>• Comprehend meaning in stories</td>
<td>• classifiers</td>
</tr>
<tr>
<td>• Comprehend key information and supporting details in texts and other communications</td>
<td>• non-manual signals</td>
</tr>
<tr>
<td>• Use language-learning strategies to increase understanding</td>
<td>• common, high-frequency signs and basic ASL structure, including:</td>
</tr>
<tr>
<td>• Use facial expressions, non-manual signals, movement, and location to communicate effectively in ASL</td>
<td>– self and others</td>
</tr>
<tr>
<td>• Create simple handshape stories</td>
<td>– types of questions</td>
</tr>
<tr>
<td>• Follow instructions to complete a task and respond to questions</td>
<td>– locations and directions</td>
</tr>
<tr>
<td>• Exchange ideas and information using complete ASL sentences</td>
<td>– likes, dislikes, and preferences</td>
</tr>
<tr>
<td>• Seek clarification of meaning using common statements and questions</td>
<td>– simple comparisons</td>
</tr>
<tr>
<td>• Share information using the presentation format best suited to their own and others’ diverse abilities</td>
<td>• cultural aspects of and information about Deaf and other diverse communities</td>
</tr>
<tr>
<td><strong>Personal and social awareness</strong></td>
<td>• handshape stories</td>
</tr>
<tr>
<td>• Investigate Deaf communities around the world</td>
<td>• D/deaf perspectives and points of view</td>
</tr>
<tr>
<td>• Identify, share, and compare information about Deaf culture and experiences</td>
<td>• First Peoples perspectives connecting language and culture, including histories, identity, and place</td>
</tr>
<tr>
<td>• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens</td>
<td>• cultural aspects of and information about Deaf and other diverse communities</td>
</tr>
<tr>
<td>• Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge</td>
<td>• handshape stories</td>
</tr>
</tbody>
</table>

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

### BIG IDEAS

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing with intent</td>
<td>Supports our acquisition and understanding of a new language.</td>
</tr>
<tr>
<td>We can express ourselves and discuss the world around us in a new language.</td>
<td></td>
</tr>
<tr>
<td>With increased fluency, we can participate actively in reciprocal interactions.</td>
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</tr>
<tr>
<td>We can share our experiences and perspectives through stories.</td>
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</tr>
<tr>
<td>Creative works are an expression of language and culture.</td>
<td></td>
</tr>
<tr>
<td>Acquiring a new language and learning about another culture deepens our understanding of our own language and of Deaf language and culture.</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Standards

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking and communicating</strong></td>
<td>Students are expected to know the following:</td>
</tr>
<tr>
<td>• Recognize the relationships between common handshapes, movement, and location of signs and how they can be used to make different meanings</td>
<td>• non-manual signals</td>
</tr>
<tr>
<td>• Comprehend <strong>key information</strong> and supporting details in communications</td>
<td></td>
</tr>
<tr>
<td>• Use various <strong>strategies</strong> to increase understanding and produce language</td>
<td>• common, high-frequency vocabulary and <strong>ASL structures</strong>, including:</td>
</tr>
<tr>
<td>• <strong>Narrate and retell</strong> stories</td>
<td></td>
</tr>
<tr>
<td>• Exchange ideas and information using complete <strong>ASL sentences</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Seek clarification and verify</strong> meaning</td>
<td>• past, present, and future <strong>time frames</strong></td>
</tr>
<tr>
<td>• Share information using the <strong>presentation format</strong> best suited to their own and others’ diverse abilities</td>
<td>• common elements of stories</td>
</tr>
<tr>
<td><strong>Personal and social awareness</strong></td>
<td>• Deaf communities around the world</td>
</tr>
<tr>
<td>• Identify, share, and compare information about Deaf communities around the world</td>
<td>• <strong>society’s perceptions</strong> of Deaf people through time</td>
</tr>
<tr>
<td>• Describe similarities and differences between their own cultural practices and cultural practices of the local Deaf community</td>
<td>• <strong>cultural aspects</strong> of Deaf communities</td>
</tr>
<tr>
<td>• Explore ways to engage in <strong>Deaf cultural experiences</strong></td>
<td>• creative works from Deaf culture</td>
</tr>
<tr>
<td>• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a <strong>cultural lens</strong></td>
<td>• <strong>D/deaf</strong> perspectives and points of view</td>
</tr>
<tr>
<td>• Recognize First Peoples perspectives and knowledge; other <strong>ways of knowing</strong>, and local cultural knowledge</td>
<td>• First Peoples perspectives connecting language and culture, including <strong>histories, identity, and place</strong></td>
</tr>
</tbody>
</table>
### BIG IDEAS

- **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

#### Curricular Competencies

**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

#### Content

**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)

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal and social awareness</strong></td>
<td></td>
</tr>
<tr>
<td>• Recognize the importance of story in personal, family, and community identity</td>
<td></td>
</tr>
<tr>
<td>• Describe cultural practices, traditions, social movements, and attitudes of Deaf communities and their role in cultural identity</td>
<td></td>
</tr>
<tr>
<td>• Analyze similarities and differences between their own cultural practices and cultural practices of the local Deaf community</td>
<td></td>
</tr>
<tr>
<td>• Explore ways to engage in Deaf cultural experiences</td>
<td></td>
</tr>
<tr>
<td>• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens</td>
<td></td>
</tr>
<tr>
<td>• Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge</td>
<td></td>
</tr>
</tbody>
</table>
Area of Learning: SECOND LANGUAGES — American Sign Language (ASL)  

BIG IDEAS

- 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

#### Curricular Competencies

*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

#### Content

*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**