

BIG IDEAS

Communicating with intent helps us understand and acquire a new language.

Non-verbal cues are integral to communicating meaning.

Acquiring a language provides opportunities to shape cultural identity and new perspectives.

Expressing ourselves in a new language requires courage, risk taking, and perseverance.

Stories and creative works allow us to understand language and Deaf culture in a meaningful way.

Acquiring ASL provides a unique opportunity to interact with the Deaf community and Deaf world.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between common handshapes, location of signs, common facial expressions, variants in size, style, and intensity of signs, and how they influence meaning Comprehend simple stories and key information and supporting details Use a variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use facial expressions, non-manual signals, size, style, and intensity, movement, and location to communicate Exchange ideas and information using complete sentences: <ul style="list-style-type: none"> Ask and respond to questions in context Describe common emotions and physical health Compare and contrast characteristics of people and objects, personal interests Describe situations, day-to-day activities, a sequence of events Express basic needs, beliefs and opinions Seek clarification and provide verification of meaning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ASL is a complete language on its own manual alphabet numbers number system basic classifiers five parameters of ASL First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place a range of iconic signs, commonly used vocabulary, and ASL sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions information about self, others, and objects personal interests, activities, situations, and events time and frequency comparison and contrast preferences, emotions, and physical states basic beliefs, opinions, and cultural aspects of communities

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> Describe regional variations in sign language, and unique conventions, cultural practices, traditions, social movements, and attitudes of Deaf communities and their role in cultural identity Recognize how Deaf culture and experiences are expressed through creative works Describe similarities and differences between their own cultural practices and community events and those of the local Deaf community Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through place 	<ul style="list-style-type: none"> past, present, and future time frames common elements of stories cultural aspects of Deaf communities, including societal perspectives of Deaf people, practices, and traditions

Big Ideas – Elaborations	SECOND LANGUAGES – ASL Introductory Grade 11
<ul style="list-style-type: none"> Non-verbal cues: non-manual signals, including facial expressions, pausing and timing, shoulder shifting, mouth morphemes, eye gaze 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. creative works: works of creative or artistic expression representing the experience of the people from whose culture they are drawn (e.g., number stories, Deaf mime, songs, poetry) 	

Curricular Competencies – Elaborations

- **relationships:** e.g., blind/doubt/Ireland, ugly/dry/summer
- **key information and supporting details:** 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, location, and position of a sign
 - facial expression
 - mouth morphemes
- **context:** questions related to classroom theme, daily life, immediate physical health, school
- **unique conventions:** For example, Deaf conventions for attention-getting may include shoulder tapping, stomping on ground, and flicking of lights.
- **Deaf culture and experiences:** e.g., blogs, classroom and school visits (including virtual/online visits), conferences, plays, social media
- **similarities and differences:** including discussing cultural ways of being and Deaf education
- **ways of knowing:** Ways of knowing refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, and intuitive).
- **place:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world.

Content – Elaborations

- **classifiers:**
 - handshapes that show different “classes” of things, size, shape, and movement
 - basic classifiers: CL:1, CL:2, CL:3, CL:B (modified)
- **five parameters:** handshape, movement, palm orientation, location, facial expression
- **histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by:
 - ceremonies, traditions, and protocols for local First Peoples
 - cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works

Content – Elaborations

- **ASL sentence structures:**
 - establish topic and time, using shoulder shift, simple listing and ordering technique, and the sign “which” to indicate choice
 - recognize whether someone is conveying a positive or negative emotion
 - whether a sign is “quiet” or “loud” (intended for large audiences or individuals — “whispered” or “shouted”)
 - recognize whether someone is making a statement or asking a question
 - topic-comment
 - S-V-O: subject-verb-object
- **types of questions:** WH, yes-no, rhetorical
- **comparison and contrast:** shoulder shifting, contrastive structure
- **time frames:** ASL timeline — mark tenses with signs as well as location and indicate short and long time spans
- **societal perspectives:** descriptive terminology, perceived capabilities, and societal status
- **practices, and traditions:** e.g., strong sense of community, collectivistic nature, naming customs

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