

BIG IDEAS

Communicating with intent helps us acquire a new language.

Non-verbal cues contribute meaning in language.

With basic language skills, we can describe ourselves and our interests.

Reciprocal communication is possible with **gestures**.

Stories help us make connections to what we have already learned.

Each culture has traditions and **ways of being**.

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 facial expressions and meaning Begin to recognize the relationships between gestures and ASL Recognize variant meanings in size, style, and intensity of signs Identify key information in simple signed phrases Comprehend high-frequency vocabulary and simple stories Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Interpret non-manual signals to increase understanding Respond appropriately to simple commands and instructions Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> ask and answer simple questions in context describe themselves and their interests provide simple descriptions Seek clarification of meaning using common statements and questions Use visuals or technology to assist in understanding and communicating 	<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 1–20 gender placement of signs non-manual signals number story 1–5 First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place common and iconic signs and basic ASL structure for communicating meaning: <ul style="list-style-type: none"> simple questions simple information about themselves and others likes, dislikes, and preferences simple descriptions common elements of cultural traditions ways of introducing themselves information about Deaf communities

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate simple awareness of the Deaf community and some of its unique conventions • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

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BIG IDEAS

Communicating with intent helps us understand a message.	Non-verbal cues help us construct and understand meaning in language.	With basic language skills, we can describe important people in our lives.	Reciprocal communication can include mime and gestures to clarify meaning.	Stories communicate ideas in a meaningful way.	Learning about Deaf communities helps us develop cultural awareness.
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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 style and position of a sign, common facial expressions, and meaning Recognize the relationships between gestures and ASL Begin to recognize the relationships between common handshapes and location of signs to make different meanings Identify key information in simple signed phrases Comprehend high-frequency vocabulary, simple stories and simple creative works Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Create simple number stories Respond appropriately to simple questions, commands, and instructions Exchange ideas and information in a complete ASL sentence: <ul style="list-style-type: none"> ask and answer simple questions in context describe common emotions and states of physical health describe people and objects give reasons for likes and dislikes share basic information about events develop proficiency in finger spelling Seek clarification of meaning using common statements and questions Use visuals or technology to assist in communicating 	<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 basic classifiers non-manual signals number story 1–5 First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place common and high-frequency signs and basic ASL structure for communicating meaning: <ul style="list-style-type: none"> types of questions information about others hobbies and topics of interest likes, dislikes, and preferences common emotions and states of physical health cultural aspects of communities information about ASL-speaking communities

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness of ASL-speaking communities • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

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BIG IDEAS

Communicating with intent helps us understand an increasing variety of messages.

Non-verbal cues are integral to communicating meaning.

With basic language skills, we can discuss our interests.

Reciprocal interactions are possible even with limited language skills.

Stories allow us to understand ideas in a meaningful way.

Deepening our knowledge of Deaf communities helps us develop cultural awareness.

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 and location of signs and how they can be used to make different meanings Comprehend simple stories and increasingly complex key information and supporting details Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Use facial expressions, non-manual signals, movement, and location to communicate effectively in ASL Create simple one-handshape stories Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using complete ASL sentences: <ul style="list-style-type: none"> ask and answer questions in context describe important people in their community and key characters in texts describe locations and give simple directions explain reasons for likes, dislikes, and preferences make simple comparisons Seek clarification of meaning using a variety of statements and questions Share information using more than one mode of presentation 	<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 five parameters of ASL classifiers non-manual signals First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place common and high-frequency signs and basic ASL structure for communicating meaning: <ul style="list-style-type: none"> types of questions information about others hobbies and topics of interest likes, dislikes, and preferences simple comparisons cultural aspects of communities handshape stories simple ABC stories information about ASL-speaking communities around the world

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate simple awareness that there are ASL-speaking communities around the world • Identify, share, and compare information about Deaf culture and experiences • Express and reflect on a variety of experiences of and perspectives on place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

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BIG IDEAS

Communicating with intent supports our understanding and acquisition of a new language.

We can express ourselves and discuss the world around us in a new language.

With increased fluency, we can participate more actively in **reciprocal** interactions.

Stories allow us to communicate ideas in a meaningful way.

Creative works are an expression of culture.

Acquiring a new language and learning about another culture deepens our understanding of our own language and Deaf culture.

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, movement, and location of signs and how they can be used to make different meanings Comprehend increasingly complex key information and supporting details Use a variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate simple stories Comprehend and retell stories Exchange ideas and information using complete ASL sentences: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, and personal interests compare and contrast characteristics of people and objects explain reasons for emotional and physical state express basic 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"> non-manual signals First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place common high-frequency vocabulary and ASL structures for communicating meaning: <ul style="list-style-type: none"> types of questions time and frequency people, objects, and personal interests comparison and contrast preferences, emotions, and physical states basic beliefs and opinions cultural aspects of communities past, present, and future time frames common elements of stories existence of many Deaf communities around the world societal perspectives of Deaf people over time cultural aspects of Deaf communities

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify, share, and compare information about Deaf communities around the world • Explore creative works to expand understanding of Deaf culture • Describe similarities and differences between their own cultural practices and cultural practices of the local Deaf community • Explore ways to engage in local Deaf community events • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

BIG IDEAS

Communicating with intent strengthens our understanding and acquisition of a new language.

Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.

We can have meaningful conversations about topics that are important to us.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Creative works are expressions of Deaf culture.

Acquiring a new language and learning about Deaf culture deepens our understanding of our own language and culture and builds community.

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, movement, and location of signs and how they can be used to make different meanings Derive meaning from a variety of texts Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate stories Recognize the importance of story in personal, family, and community identity Participate in short and simple conversations Exchange ideas and information using complete ASL sentences: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, places, and personal interests compare and contrast characteristics of people, objects, places, and personal interests describe sequences of events express simple needs in familiar situations express opinions on familiar topics Seek clarification and provide verification of meaning through a variety of strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> non-manual signals First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place an increasing range of commonly used vocabulary and ASL sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions people, objects, places, and personal interest comparison and contrast sequence of events simple needs opinions cultural aspects of communities past, present, and future time frames elements of common types of texts common elements of stories cultural aspects of Deaf communities including practices and traditions

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural practices, traditions, social movements, and attitudes of Deaf communities and their role in cultural identity • Recognize how Deaf culture is expressed through creative works • Describe similarities and differences between their own cultural practices and cultural practices of the local Deaf community • Explore ways to engage in local Deaf community events • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

BIG IDEAS

Communicating with intent strengthens our understanding and acquisition of a new language.

Acquiring a language can shape our perspective and identity.

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

Acquiring a language provides new opportunities to appreciate and value **creative works** and cultural diversity.

Acquiring a new language 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 that choice of signs and how they are presented affect meaning Use a growing number of strategies to derive and negotiate meaning Derive meaning 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 <p>Communication</p> <ul style="list-style-type: none"> Narrate stories in Sign language Engage in short conversations Express themselves with growing fluency: <ul style="list-style-type: none"> ask and respond to a variety of questions describe situations, day-to-day activities, and a series of events express the degree to which they like or dislike objects and activities express opinions on familiar topics 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> non-manual signals First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place an increasing range of commonly used vocabulary and ASL sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions activities, situations, and events degrees of likes and dislikes hopes, dreams, desires, and ambitions opinions past, present, and future time frames elements of a variety of common materials common elements of stories idiomatic expressions from across D/deaf communities contributions of D/deaf Canadians to society

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Appreciate the regional variations of Sign language • Recognize how cultural identity is expressed through ASL creative works • Recognize the importance of story in personal, family, and community identity • Recognize accomplished D/deaf or hard of hearing people, including Canadians • Engage in local Deaf community events • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

BIG IDEAS

Communicating with intent broadens 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.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient in a new language provides unique opportunities for careers, travel, personal-growth, and study abroad.

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 how choice of signs affects meaning Derive and negotiate meaning in a wide variety of contexts Locate and explore a variety of authentic representations of ASL Explore and interpret a wide variety of materials <p>Communication</p> <ul style="list-style-type: none"> Respond personally to a variety of materials Narrate stories manually Engage in meaningful conversations on a variety of topics Adjust the register in signing to reflect different purposes Express themselves manually with growing fluency: <ul style="list-style-type: none"> share personal experiences make predictions about future events express and justify personal opinions on topics of interest compare and contrast points of view and opinions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> a range of increasingly complex vocabulary and sentence structures for conveying meaning: <ul style="list-style-type: none"> complex questions sequence of events in stories a diverse range of personal lifestyles and relationships comparison and contrast of points of view and opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place past, present, and future time frames register and language etiquette distinguishing features of major ASL regional dialects

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Appreciate that there are regional variations in ASL • Identify biases in materials • Analyze cultural points of view in materials • Recognize how cultural identity is expressed through ASL creative works • Recognize connections between language and culture • Engage in local Deaf community events • Identify educational and career opportunities requiring proficiency in ASL • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	

BIG IDEAS

Acquiring a new language 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.	Experiencing the creative works of other cultures helps us develop appreciation of cultures worldwide.	Proficiency in a new language allows us to understand global issues and explore 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>Language Thinking</p> <ul style="list-style-type: none"> Derive and negotiate meaning in a wide variety of contexts Locate and explore a variety of authentic materials in ASL Explore and interpret a wide variety of texts Recognize different purposes, degrees of formality, and cultural points of view in a variety of materials <p>Communication</p> <ul style="list-style-type: none"> Narrate stories manually Respond personally to a variety of texts Engage in conversations manually on a variety of topics of interest Adjust signing to reflect different purposes and degrees of formality Express themselves manually with fluency and accuracy: <ul style="list-style-type: none"> express doubts, wishes, possibilities, hypotheticals express and explain needs and emotions express, support, and defend opinions on a variety of topics of interest synthesize, evaluate, and respond to the opinions of others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> a wider range of increasingly complex vocabulary and sentence structures for communicating meaning: <ul style="list-style-type: none"> a wide range of complex questions sequence of events in stories doubts, wishes, possibilities, and hypotheticals needs and emotions the expression, support, and defense of opinions First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> histories identity place register and language etiquette features of major ASL regional dialects where to access ASL resources and services the impact of history and experiences on language and culture

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and explain biases in materials • Analyze and compare elements of creative works from diverse communities • Recognize and explain connections between language and culture • Engage in local Deaf community events • Identify educational and career opportunities requiring proficiency in ASL • Identify and explore opportunities to continue language acquisition beyond graduation • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Deaf culture 	