**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 11**

**BIG IDEAS**

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| 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 **forms of cultural expression** 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. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Recognize how **choice of signs** affects meaning
* Share and negotiate meaning derived from a wide variety of **texts** and **contexts**
* **Locate** and explore a variety of authentic representations of ASL
* **Narrate** **stories**
* Respond **personally** to a variety of materials
* **Engage** in meaningful conversations on a variety of topics
* Express themselves with growing fluency
* Share information using the **presentation format** best suited to their own and others’ diverse abilities

Personal and social awareness* Investigate regional variations in ASL
* Identify and discuss **perspectives** in texts
* Engage in **Deaf cultural experiences**
* Identify and explore **educational and personal/professional opportunities** requiring proficiency in ASL
* 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
 | *Students are expected to know the following:** **non-manual signals**

increasingly complex vocabulary and sentence structures, including:* + complex questions
	+ personal experiences, lifestyles, and relationships
	+ future events
	+ explanation and justification of opinions
	+ points of view

**elements** and **register** * past, present, and future **time frames**
* ASL **resources and services**
* 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**
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**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 12**

**BIG IDEAS**

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| 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 **forms of cultural expression** promotes greater understanding and appreciation of cultures worldwide. |  | Becoming more proficient in a new language enables us to explore global issues. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Thinking and communicating* Negotiate meaning in a wide variety of **contexts**
* Locate and explore a variety of materials in ASL
* Recognize different **purposes**, degrees of formality, and cultural points of view in a variety of materials
* **Narrate** a selection of **stories**
* Respond **personally** to a variety of texts and communications
* **Engage** in meaningful conversations on a variety of topics
* Express themselves with **fluency and accuracy**
* Share information using the **presentation format** best suited to their own and others’ diverse abilities
 | *Students are expected to know the following:** **non-manual signals**

increasingly complex vocabulary and sentence structures, including:* + complex questions and opinions
	+ needs and emotions
	+ sequence of events in stories

**elements** and **register** * past, present, and future **time frames**
* **features** of major ASL regional dialects
* ASL **resources and services**
* impact of history and experiences on language and **culture**
* 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 that connect language and culture, including **histories**, **identity**, **and place**
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**Area of Learning: SECOND LANGUAGES — American Sign Language (ASL) Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Personal and social awareness* Identify and explain **perspectives** in texts
* Recognize and explain **connections** between language and culture
* Engage in **Deaf cultural experiences**
* Explore **opportunities** to continue language acquisition beyond graduation
* Analyze personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens**
* Identify and explore **educational and personal/professional opportunities** requiring proficiency in ASL
* Recognize First Peoples perspectives and knowledge; other **ways of knowing**, and local cultural knowledge
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