**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** |

**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** |

**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 |  |