

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	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **Non-verbal cues:** non-manual signals, including facial expressions, pausing and timing, shoulder shifting, mouth morphemes, eye gaze
- **Reciprocal:** involving back-and-forth participation
- **gestures:** ASL has iconic signs that look like the actions or concept represented.
- **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.

Curricular Competencies – Elaborations

- **facial expressions:** e.g., eyebrow position, head movements
- **style:** the addition of non-manual signals (facial expressions, gestures, and body language that show varying degrees of emotion or intensity)
- **language-learning strategies:** e.g., context, prior knowledge, interpretation of gestures, facial expressions, compound signs (e.g., breakfast = [eat + morning], parents = [mother + father], agree = [think + same])
- **Seek clarification:**
 - Again, please.
 - How do you sign...?
 - I don't understand.
 - Slow down, please.
 - iconic signs that look like the intended meaning (e.g., eat, drink, sit, stand, sleep, book, door)
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **conventions:** For example, Deaf conventions for attention-getting may include shoulder tapping, stomping on ground, and flicking of lights.
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **natural language:** a language that has evolved naturally through use and repetition; a complete language on its own
- **gender placement:** general rule for location of masculine and feminine signs
- **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:
 - facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)
 - mouth morpheme: “cha” (big)
 - head nod/shake
- **number story 1-5:** Number stories use number signs in sequence to express a short story, and can consist of a descriptive sentence or sequence of events.
- **ASL structure:**
 - topic and time, using shoulder shift, hand list format, and the sign “which” to indicate choice
 - conveying a positive or negative emotion
 - recognizing whether a sign is “quiet” or “loud” (intended for individuals or large audiences – “whispered” or “shouted”)
 - making a statement or asking a question
- **questions:** “WH question” facial expressions (i.e., who, what, where, when, how, how many, and why) and some basic responses; yes/no questions
- **likes, dislikes, and preferences:** opposite movements (e.g., want/don’t want, like/don’t like)
- **descriptions:** descriptive signs, numbers, colours, sizes, and other attributes
- **cultural aspects:** e.g., creative handshape play as an integral part of the language and culture of the Deaf community; ASL as a natural language; ASL as a non-written language
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

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.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 – Elaborations

- **Non-verbal cues:** non-manual signals, including facial expressions, pausing and timing, shoulder shifting, mouth morphemes, eye gaze
- **Reciprocal:** involving back-and-forth participation
- **mime and gestures:** actions or motions that represent an idea or activity
- **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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **D/deaf:** “D/deaf” refers to both “Deaf” people who identify with the Deaf culture and “deaf” people who do not. It is often used as a shortcut to describe both groups, who are similar but not exactly the same when it comes to communication.

Curricular Competencies – Elaborations

- **style:** the addition of non-manual signals (e.g., facial expressions, gestures and body language that show varying degrees of emotion or intensity), speed, size
- **relationships:** e.g., mother/father, dry/summer
- **Comprehend:** identify key information
- **creative works:** represent the experience of the people from whose culture they are drawn (e.g., number stories, deaf mime, songs, poetry)
- **language-learning strategies:** e.g., context, prior knowledge, interpretation of gestures, facial expressions, 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)
- **number stories:** Number stories use number signs in sequence to express a short story, and can consist of a descriptive sentence or sequence of events.
- **ASL sentences:** There is no written form of an ASL sentence.
- **Seek clarification:**
 - Again, please.
 - How do you sign...?
 - I don't understand.
 - Slow down, please.
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **natural language:** a language that has evolved naturally through use and repetition; a complete language on its own
- **classifiers:**
 - handshapes that are typically used to show different “classes” of things, sizes, shapes, and movement
 - basic classifiers: CL:1, CL:B, CL:3, CL:L (modified)
- **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:
 - facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)
 - conveying “tone of voice” while signing
 - mouth morpheme: “cha” (big), “fish” (finish)
 - head nod/shake
 - WH-face (e.g., eyebrows down for a WH question, shoulders up, head tilted slightly)
 - shoulder shift/contrastive structure/spatial organization
- **ASL structure:**
 - topic and time, using shoulder shift, hand list format, and the sign “which” to indicate choice
 - conveying a positive or negative emotion
 - signs for “quiet” or “loud” (intended for individuals or large audiences – “whispered” or “shouted”)
 - making a statement or asking a question
- **self and others:** including hobbies and topics of interest, likes, dislikes, and preferences
- **descriptions:** of family, pets, friends, or community members; objects in the classroom, in their backpack, desk, locker, home
- **cultural aspects:** e.g., creative handshape play as an integral part of the language and culture of the Deaf community; ASL as a natural language; ASL as a non-written language
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

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.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between common handshapes and location of signs and how they make meaning Comprehend meaning in stories Comprehend key information and supporting details in texts and other communications Use language-learning strategies to increase understanding Use facial expressions, non-manual signals, movement, and location to communicate effectively in ASL Create simple handshape stories Follow instructions to complete a task and respond to questions Exchange ideas and information using complete ASL sentences Seek clarification of meaning using common statements and questions Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Investigate Deaf communities around the world Identify, share, and compare information about Deaf culture and experiences Examine 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ASL as a natural language five parameters of ASL classifiers non-manual signals common, high-frequency signs and basic ASL structure, including: <ul style="list-style-type: none"> self and others types of questions locations and directions likes, dislikes, and preferences simple comparisons cultural aspects of and information about Deaf and other diverse communities handshape stories D/deaf perspectives and points of view First Peoples perspectives connecting language and culture, including histories, identity, and place

Big Ideas – Elaborations

- **Non-verbal cues:** non-manual signals, including facial expressions, pausing and timing, shoulder shifting, mouth morphemes, eye gaze
- **Reciprocal:** involving back-and-forth participation
- **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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **relationships:** e.g., blind/doubt/Ireland
- **key information:** to answer the questions, “Who?” “What?” “Where?” “When?” “Why?”, and “How?”
- **texts:** “Text” is a generic term referring to all forms of written, visual, and digital communication. Written and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **language-learning 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)
- **handshape stories:** can use alphabet, number, or classifier handshapes
- **ASL sentences:** there is no written form of an ASL sentence
- **Seek clarification:**
 - Again, please.
 - How do you sign...?
 - I don’t understand.
 - Slow down, please.
 - Not clear.
- **presentation format:** digital or visual, including aids such as videos, charts, graphics, illustrations, organizers, photographs, tables
- **Deaf culture and experiences:** e.g., technology, blogs, vlogs, school visits (including virtual/online visits), Deaf World and Interpreting conference, plays, social media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **natural language:** a language that has evolved naturally through use and repetition; a complete language on its own
- **five parameters:** handshape, movement, palm orientation, location, facial expression
- **classifiers:**
 - handshapes that are typically used to show different “classes” of things, sizes, shapes, and movement
 - basic classifiers: CL:1, CL:B, CL:3 CL:L (modified), CL:5 (open and modified)
- **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:
 - facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)
 - conveying “tone of voice” while signing
 - mouth morpheme: “cha” (big), “fish” (finish), “diff-diff-diff” (different)
 - head nod/shake
 - WH-face (eyebrows down for a WH question, shoulders up, head tilted slightly)
 - shoulder shift/contrastive structure/spatial organization
- **ASL structure:**
 - topic and time, using shoulder shift, simple listing and ordering technique, and the sign “which” to indicate choice
 - conveying a positive or negative emotion
 - “quiet” or “loud” (intended for individuals or large audiences – “whispered” or “shouted”)
 - making a statement or asking a question
- **self and others:** including hobbies and topics of interest, likes, dislikes, and preferences; common emotions and physical states
- **locations and directions:** using signs (near/far, really close/really far, nearby) and directions, including non-manual signals
- **comparisons:** For example, compare and contrast is illustrated in ASL by shifting shoulders, pointing, and using two-handed signs while changing location.
- **cultural aspects:** e.g., creative handshape play as an integral part of the language and culture of the Deaf community; ASL as a natural language; ASL as a non-written language
- **handshape stories:** e.g., alphabet, number, classifier
- **D/deaf:** “D/deaf” refers to both “Deaf” people who identify with the Deaf culture and “deaf” people who do not. It is often used as a shortcut to describe both groups who are similar but not exactly the same when it comes to communication.
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

BIG IDEAS

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

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

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

We can share our experiences and perspectives through **stories**.

Creative works are an expression of language and culture.

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</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 key information and supporting details in communications Use various strategies to increase understanding and produce language Narrate and retell stories Exchange ideas and information using complete ASL sentences Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Identify, share, and compare information about Deaf communities around the world Describe similarities and differences between their own cultural practices and cultural practices of the local Deaf community Explore ways to engage in Deaf cultural experiences Examine 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> non-manual signals common, high-frequency vocabulary and ASL structures, including: <ul style="list-style-type: none"> types of questions people, objects, and personal interests comparisons common emotions and physical states basic beliefs and opinions past, present, and future time frames common elements of stories Deaf communities around the world society's perceptions of Deaf people through time cultural aspects of Deaf communities creative works from Deaf culture D/deaf perspectives and points of view First Peoples perspectives connecting language and culture, including histories, identity, and place

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **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:** represent the experience of the people from whose culture they are drawn (e.g., books, dance, paintings, pictures, poems, songs, architecture)

Curricular Competencies – Elaborations

- **key information:** 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)
 - size, style, location, and position of a sign
 - facial expression
 - iconic similarities
 - mouth morphemes
- **Narrate and retell:**
 - using common expressions of time and transitional words to show logical progression
 - using past, present, and future time frames
 - in ASL or written language
- **ASL sentences:** there is no written form of an ASL sentence
- **Seek clarification and verify:** e.g., non-manual signals, facial expression, head nod
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **Deaf cultural experiences:** e.g., blogs, vlogs, school visits (real or virtual), Deaf World conference, plays, social media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:
 - facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)
 - conveying “tone of voice” while signing
 - mouth morpheme: “cha” (big), “fish” (finish), “diff-diff-diff” (different), “pah” (finally, tends to), “pow” (suddenly)
 - head nod/shake
 - WH-face (eyebrows down for a WH question, shoulders up, head tilted slightly)
 - shoulder shift/contrastive structure/spatial organization
 - eye gaze: must be used with deixis (pointing)
 - mouth open (used to convey length of time)
- **ASL structures:**
 - topic and time, using shoulder shift, simple listing and ordering technique, and the sign “which” to indicate choice
 - conveying a positive or negative emotion
 - “quiet” or “loud” (intended for individuals or large audiences – “whispered” or “shouted”)
 - making a statement or asking a question
- **people:** order used to describe people:
 - gender
 - ethnicity/background
 - height
 - body type
 - eyes, hair, and other details, such as clothing
- **time frames:** ASL timeline (e.g., mark tenses with signs, as well as location/placement, and indicate short and long time spans)
- **society’s perceptions:** e.g., descriptive terminology, perceived capabilities, societal status
- **cultural aspects:** Deaf communities and culture tend to be collectivistic (i.e., focused on the group and its interests) in nature.
- **D/deaf:** “D/deaf” refers to both “Deaf” people who identify with the Deaf culture and “deaf” people who do not. It is often used as a shortcut to describe both groups who are similar but not exactly the same when it comes to communication.
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols; residential school experience
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

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	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</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 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> non-manual signals an increasing range of commonly used vocabulary and ASL sentence structures, including: <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Recognize the importance of story in personal, family, and community identity • Describe cultural practices, traditions, social movements, and attitudes of Deaf communities and their role in cultural identity • Analyze similarities and differences between their own cultural practices and cultural practices of the local Deaf community • Explore ways to engage in Deaf cultural experiences • Examine 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 	

Big Ideas – Elaborations

- **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:** represent the experience of the people from whose culture they are drawn (e.g., books, dance, paintings, pictures, poems, songs, architecture)

Curricular Competencies – Elaborations

- **Derive meaning:** understand key information, supporting details, time, and place
- **texts:** “Text” is a generic term referring to all forms of written, visual, and digital communication. Written and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **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)
 - size, style, location, and position of a sign
 - facial expression
 - iconic similarities
 - mouth morphemes
- **Narrate:**
 - using common expressions of time and transitional words to show logical progression
 - using past, present, and future time frames
- **conversations:** with peers, teachers, and members of the Deaf community
- **Seek clarification and verify:** e.g., non-manual signals, facial expression, head nod
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **similarities and differences:** including discussing cultural ways of being, D/deaf education
- **Deaf cultural experiences:** e.g., blogs, vlogs, school visits (real or virtual), Deaf World and Interpreting conference, plays, social media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:
 - facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)
 - conveying “tone of voice” while signing
 - mouth morpheme: “cha” (big), “fish” (finish), “diff-diff-diff” (different), “pah” (finally, tends to), “pow” (suddenly)
 - head nod/shake
 - WH-face (eyebrows down for a WH question, shoulders up, head tilted slightly)
 - shoulder shift/contrastive structure/spatial organization
 - eye gaze: must be used with deixis (pointing)
 - distance signals: eyes open wide, cheek to shoulder, mouth open, teeth/tongue
 - nose twitch
- **ASL sentence structures:**
 - topic-comment
 - subject-verb-object (S-V-O)
 - WH signs always go at the end of the sentence (e.g., Your name what?).
- **people:** including characters in texts
- **time frames:** ASL timeline (e.g., mark tenses with signs, as well as location/placement, and indicate short and long time spans)
- **practices and traditions:** e.g., a strong connection to community, an emphasis on the group and its interests, naming customs
- **society’s perceptions:** e.g., descriptive terminology, perceived capabilities, societal status
- **cultural aspects:** Deaf communities and culture tend to be collectivistic (i.e., focused on the group and its interests) in nature.
- **D/deaf:** “D/deaf” refers to both “Deaf” people who identify with the Deaf culture and “deaf” people who do not. It is often used as a shortcut to describe both groups who are similar but not exactly the same when it comes to communication.
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.

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	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> non-manual signals vocabulary and ASL sentence structures, including: <ul style="list-style-type: none"> 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

Big Ideas – Elaborations

- **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.
- **Cultural expression:** represents the experience of the people from whose culture it is drawn (e.g., books, dance, paintings, pictures, poems, songs, architecture)

Curricular Competencies – Elaborations

- **choice of signs:** degrees of: formality; (register); directness; style; and, amount of emphasis
- **strategies:**
 - e.g., circumlocution, paraphrasing, reformulation, reiteration, repetition, sign substitution, interpreting body language, expression, non-manual signals
 - using contextual cues
 - interpreting familiar words
- **derived:** comprehend key Information, supporting details, time, and place
- **texts:** “Text” is a generic term referring to all forms of written, visual, and digital communication. Written and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **media:** e.g., articles, blogs/vlogs, poetry, film, drama
- **Narrate:**
 - using expressions of time and transitional signs to show logical progression
 - using past, present, and future time frames
- **presentation format:** e.g., digital, visual; aids such as charts, graphics, illustrations, photographs, videos, props, digital media
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **Deaf cultural experiences:** e.g., blogs, vlogs, school visits (real or virtual), exchanges, festivals, films, plays, social media
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis, and Inuit; and/or gender-related, subject/discipline specific, cultural, embodied, intuitive

Content – Elaborations

- **non-manual signals:** Non-manual signals (NMS) are parts of a sign that are not signed on the hands (e.g., ASL adverbs made by eyes and eyebrows; ASL adjectives made using the mouth, tongue, and lips). For this level, non-manual signals include but are not limited to:
 - facial expression matching the meaning and content of what is signed (e.g., mad, angry, very angry)
 - conveying “tone of voice” while signing
 - mouth morpheme: “cha” (big), “fish” (finish), “diff-diff-diff” (different), “pah” (finally, tends to), “pow” (suddenly)
 - head nod/shake
 - WH-face (eyebrows down for a WH question, shoulders up, head tilted slightly)
 - shoulder shift/contrastive structure/spatial organization
 - eye gaze: must be used with deixis (pointing)
 - distance signals: eyes open wide, cheek to shoulder, mouth open, teeth/tongue
 - nose twitch
- **ASL sentence structures:**
 - topic-comment
 - subject-verb-object (S-V-O)
 - questions - WH; yes/no; rhetorical
- **elements:** format, context, audience, purpose
- **register:** communicating with strangers, elders, peers, friends, family
- **time frames:** ASL timeline (e.g., mark tenses with signs, as well as location, and indicate short and long time spans)
- **common elements of stories:** place, character, setting, plot, problem, resolution
- **D/deaf:** “D/deaf” refers to both “Deaf” people who identify with the Deaf culture and “deaf” people who do not. It is often used as a shortcut to describe both groups who are similar but not exactly the same when it comes to communication.
- **society’s perceptions:** e.g., descriptive terminology, perceived capabilities, societal status
- **cultural aspects:** Deaf communities and culture tend to be collectivistic (i.e., focused on the group and its interests) in nature.
- **histories:** e.g., conversations with an Elder about local celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.