

BIG IDEAS

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.
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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 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 <p>Personal and social awareness</p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> non-manual signals increasingly complex vocabulary and sentence structures, including: <ul style="list-style-type: none"> 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

BIG IDEAS

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

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"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • non-manual signals • increasingly complex vocabulary and sentence structures, including: <ul style="list-style-type: none"> – 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • 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 	