

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

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

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.

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

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

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

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