

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between gestures, common <b>facial expressions</b> and meaning</li> <li>Recognize varying meanings in size, <b>style</b>, and intensity of signs</li> <li>Identify key information in simple signed phrases</li> <li>Comprehend high-frequency vocabulary and simple stories</li> <li>Use <b>language-learning strategies</b></li> <li>Respond to simple commands and instructions</li> <li>Participate in simple interactions</li> <li><b>Seek clarification</b> of meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the Deaf community and some of its unique <b>conventions</b></li> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>ASL as a <b>natural language</b></li> <li>manual alphabet</li> <li>numbers 1-20</li> <li><b>gender placement</b> of signs</li> <li><b>non-manual signals</b></li> <li><b>number story 1-5</b></li> <li>common, iconic signs and basic <b>ASL structure</b>, including: <ul style="list-style-type: none"> <li><b>questions</b></li> <li>information about themselves and others</li> <li><b>likes, dislikes, and preferences</b></li> <li><b>descriptions</b></li> </ul> </li> <li>common elements of cultural traditions</li> <li><b>cultural aspects</b> of and information about Deaf communities</li> <li>First Peoples perspectives connecting language and culture, including <b>histories, identity, and place</b></li> </ul>

## BIG IDEAS

Viewing with intent helps us understand a message.	<b>Non-verbal cues</b> help us construct and understand meaning in language.	<b>Reciprocal</b> communication is possible using <b>mime and gestures</b> to clarify meaning.	<b>Stories</b> help us to acquire language and <b>understand the world</b> around us.	Learning about ASL language and Deaf communities helps us to develop cultural awareness of the <b>D/deaf</b> 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between <b>style</b> and gestures, position of a sign, common facial expressions, and meaning</li> <li>Recognize the <b>relationships</b> between common handshapes and location of signs, and their role in making different meanings</li> <li>Identify key information in signed phrases</li> <li><b>Comprehend</b> high-frequency vocabulary, simple stories, and simple <b>creative works</b></li> <li>Use <b>language-learning strategies</b></li> <li>Create simple <b>number stories</b></li> <li>Respond to simple questions, commands, and instructions</li> <li>Exchange ideas and information in complete <b>ASL sentences</b></li> <li>Develop proficiency in finger spelling</li> <li><b>Seek clarification</b> of meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of Deaf communities</li> <li>Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>ASL as a <b>natural language</b></li> <li>basic <b>classifiers</b></li> <li><b>non-manual signals</b></li> <li>number story 1-5</li> <li>introduction protocols</li> <li>common, high-frequency signs and basic <b>ASL structure</b>, including: <ul style="list-style-type: none"> <li>information about <b>self and others</b></li> <li>questions</li> <li>common emotions and physical states</li> <li><b>descriptions</b> of people and objects</li> <li>likes and dislikes</li> </ul> </li> <li><b>cultural aspects</b> of and information about Deaf and other diverse communities</li> <li>First Peoples perspectives connecting language and culture, including <b>histories, identity, and place</b></li> </ul>

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

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

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between common handshapes, movement, and location of signs and how they can be used to make different meanings</li> <li><b>Derive meaning</b> from a variety of <b>texts</b></li> <li>Use various <b>strategies</b> to increase understanding and communicate</li> <li><b>Narrate</b> stories</li> <li>Participate in short and simple <b>conversations</b></li> <li>Exchange ideas and information using complete ASL sentences and in writing</li> <li><b>Seek clarification and verify</b> meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>non-manual signals</b></li> <li>an increasing range of commonly used vocabulary and <b>ASL sentence structures</b>, including: <ul style="list-style-type: none"> <li>types of questions</li> <li>descriptions of <b>people</b>, objects, locations</li> <li>comparisons</li> <li>sequence of events</li> <li>personal interests, needs, opinions</li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li>elements of common texts</li> <li>common elements of stories</li> <li>cultural aspects of Deaf communities, including <b>practices and traditions</b></li> <li>creative works from Deaf culture</li> <li>Deaf communities around the world</li> <li><b>society's perceptions</b> of Deaf people over time</li> <li><b>cultural aspects</b> of Deaf communities</li> <li><b>D/deaf</b> perspectives and points of view</li> <li>First Peoples perspectives connecting language and culture, including <b>histories, identity, and place</b></li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of story in personal, family, and community identity</li> <li>• Describe cultural practices, traditions, social movements, and attitudes of Deaf communities and their role in cultural identity</li> <li>• Analyze <b>similarities and differences</b> between their own cultural practices and cultural practices of the local Deaf community</li> <li>• Explore ways to engage in <b>Deaf cultural experiences</b></li> <li>• Examine personal, shared, and others’ experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize that <b>choice of signs</b>, and how they are presented, affects meaning</li> <li>Use various <b>strategies</b> to increase understanding and communicate</li> <li>Share meaning <b>derived</b> from a variety of <b>texts</b></li> <li>Locate and explore a variety of <b>media</b> in ASL</li> <li>Recognize the relationships between common handshapes, movement, and location of signs to make different meanings</li> <li><b>Narrate</b> stories in ASL</li> <li>Exchange ideas and information using ASL sentences and in writing</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> <li>Respond to questions and instructions</li> <li><b>Seek clarification and verify</b> meaning</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Identify the regional variations of ASL</li> <li>Engage in <b>Deaf cultural experiences</b></li> <li>Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>non-manual signals</b></li> <li>vocabulary and <b>ASL sentence structures</b>, including: <ul style="list-style-type: none"> <li>types of questions</li> <li>situations, activities, sequence of events</li> <li>degrees of likes or dislikes</li> <li>personal interests, needs and opinions</li> <li><b>elements</b> and <b>register</b></li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>common elements of stories</b></li> <li>idiomatic expressions from across Deaf communities</li> <li>contributions to society and other accomplishments of <b>D/deaf</b> or hard-of-hearing people, including Canadians</li> <li>creative works from Deaf culture</li> <li><b>society's perceptions</b> of Deaf people over time</li> <li><b>cultural aspects</b> of Deaf communities</li> <li>D/deaf perspectives and points of view</li> <li>First Peoples perspectives connecting language and culture, including <b>histories, identity, and place</b></li> </ul>