

APPLICATIONS

The specific learning outcomes under the heading Applications deal with **what** the students will be able to do with the language, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence,* also called actional competence* by Celce-Murcia, Dörnyei, and Thurrell is important for a content-based* or task-based* approach to language learning where students are constantly engaged in meaningful tasks.

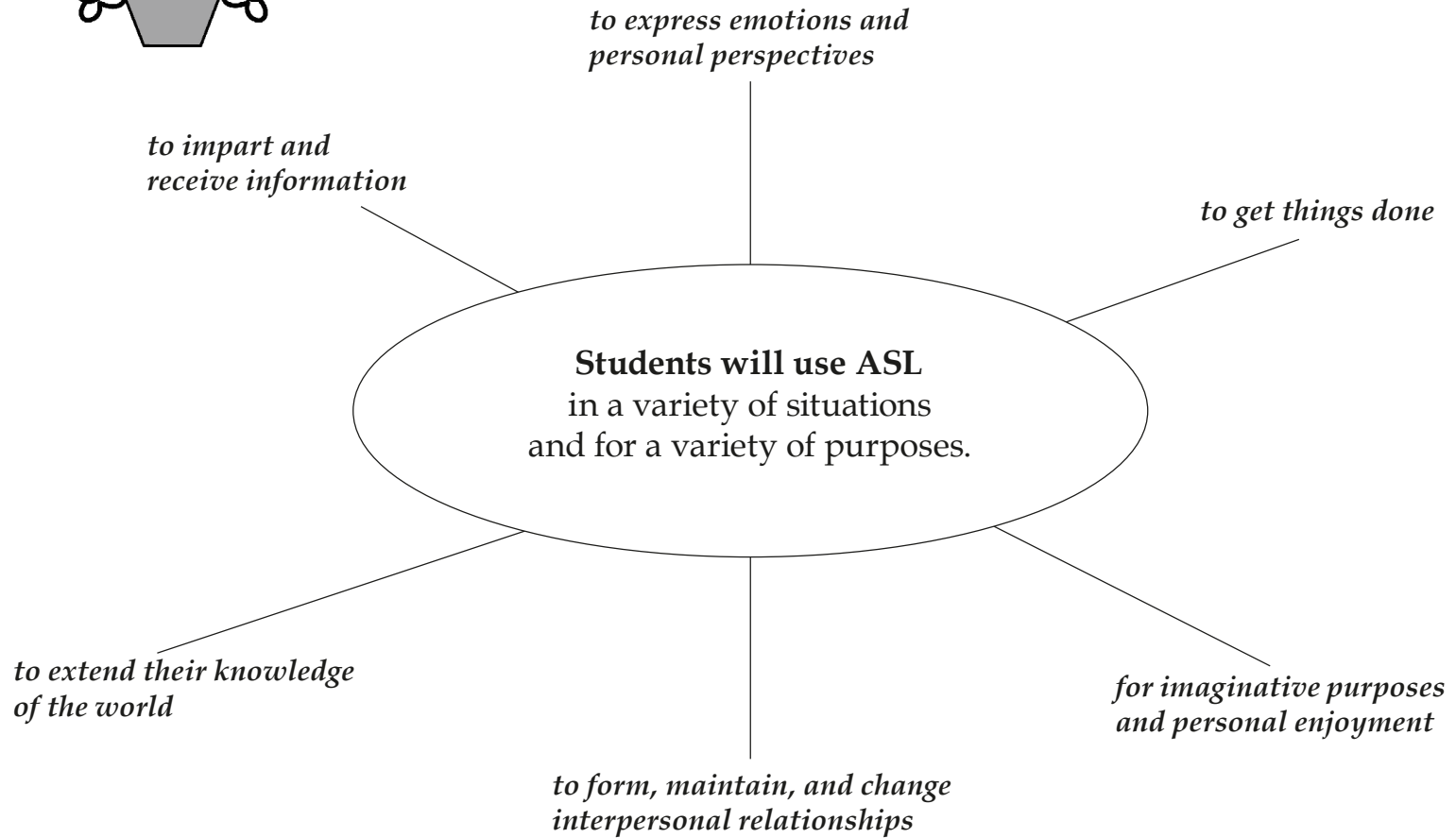
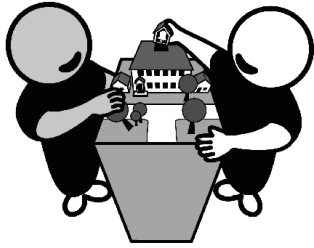
The functions are grouped under six cluster headings—see the illustration on the following page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand (identified by strand headings for the bulleted SLOs) deals with a specific language function (e.g., share factual information). Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g., “This is my dog.”). As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing logs as well as signing, and they will be able to handle formal and informal situations.

Different models of communicative competence* have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the second language.

The level of linguistic, sociolinguistic* and discourse competence* that students will exhibit when carrying out the functions is defined in the specific learning outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Application learning outcomes must be read in conjunction with the Language Competence learning outcomes.

* Words followed by an asterisk [*] are defined in the Glossary.

Applications





General Learning Outcome for Applications: Students will use ASL in a variety of **situations** for a variety of **purposes**.

**ASL and DC
10F**

**ASL and DC
20F**

A–1 to impart and receive information

Share Factual Information (A–1.1)

- identify concrete people, places, and things
- ask for and provide basic information
- respond to simple, predictable questions

Share Factual Information (A–1.1)

- ask for and provide information on a range of familiar topics
- describe people, places, things, and series or sequences of events or actions

A–2 to form, maintain, and change interpersonal relationships

Manage Personal Relationships (A–2.1)

- exchange greetings and farewells
- address a new acquaintance; introduce themselves (by finger spelling names)
- exchange some basic personal information
- initiate relationships

Manage Personal Relationships (A–2.1)

- apologize; refuse politely
- talk about themselves; respond to the talk of others by showing attention and interest
- make and break social engagements



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**ASL and DC
30S**

**ASL and DC
40S**

A–1 to impart and receive information

Share Factual Information (A–1.1)

- provide information on several aspects of a topic (e.g., give a simple report)
- understand and use definitions, comparisons, and examples

Share Factual Information (A–1.1)

- provide information on multiple aspects of a topic (e.g., accidents, health conditions, money)
- describe and apply comprehensible definitions, incidents, and examples

A–2 to form, maintain, and change interpersonal relationships

Manage Personal Relationships (A–2.1)

- initiate and participate in casual exchanges with classmates
- use routine means of interpersonal communications (e.g., TTY, message relay service, Internet, VP)

Manage Personal Relationships (A–2.1)

- initiate and participate comfortably in informal conversations with classmates and Deaf people
- exchange information, feelings, and meaning fluently using non-manual markers (facial expression, body language, etc.)



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A–3 to express emotions and personal perspectives

Share Ideas, Thoughts, Opinions, and Preferences (A–3.1)

- express personal responses and simple preferences
- identify favourite people, places, or things
- express understanding and lack of understanding

Share Ideas, Thoughts, Opinions, and Preferences (A–3.1)

- express personal responses to a variety of situations
- inquire about and express likes and dislikes
- share thoughts and ideas with others

Share Emotions/Feelings (A–3.2)

- identify, respond to, and express emotions/feelings

Share Emotions/Feelings (A–3.2)

- inquire about, express, and respond to a variety of emotions/feelings
- share personal experiences involving emotions or feelings



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**ASL and DC
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40S**

A–3 to express emotions and personal perspectives

Share Ideas, Thoughts, Opinions, and Preferences (A–3.1)

- inquire about and express the following: agreement and disagreement, approval and disapproval, interest and lack of interest, satisfaction and dissatisfaction

Share Emotions/Feelings (A–3.2)

- inquire about, relate, and respond appropriately to various experiences and states (unforgettable moments, accidents, health conditions, etc.)

Share Ideas, Thoughts, Opinions, and Preferences (A–3.1)

- inquire about and express emotions/feelings in a variety of familiar contexts
- compare the expressions of emotions and feelings in a variety of informal situations

Share Emotions/Feelings (A–3.2)

- in detail, inquire about and express emotions/feelings in a variety of situations
- relate, share, and compare expressions of emotions/feelings from similar experiences



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A–4 to get things done

Guide Actions of Others (A–4.1)

- indicate basic needs and wants
- give and respond to simple instructions or commands
- indicate a course of action; respond to a suggestion

Guide Actions of Others (A–4.1)

- make and respond to a variety of simple requests
- seek, grant, or withhold permission
- relay simple messages
- encourage or discourage others from a course of action
- give and follow a simple sequence of instructions

State Personal Actions (A–4.2)

- respond to offers, invitations, instructions
- ask or offer to do something
- indicate choice from among several options

State Personal Actions (A–4.2)

- express a wish or a desire to do something
- make an offer or an invitation, and respond to offers and invitations made by others
- inquire about and express ability and inability to do something

Manage Group Actions (A–4.3)

- call for attention
- manage simple turn taking
- encourage other group members to act appropriately
- ask for help with or clarification of what is being said or done in the group

Manage Group Actions (A–4.3)

- suggest, initiate, or direct action in group activities
- encourage other group members to participate
- assume a variety of roles and responsibilities as a group member
- negotiate in a simple way with peers in small-group tasks
- offer to explain or clarify



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**ASL and DC
30S**

**ASL and DC
40S**

A–4 to get things done

Guide Actions of Others (A–4.1)

- make and respond to suggestions in a variety of situations
- give and respond to advice and warnings

Guide Actions of Others (A–4.1)

- make and respond to suggestions in a variety of situations (such as mishaps, making major decisions, etc.)
- give and respond to advice, warnings, and feedback

State Personal Actions (A–4.2)

- state personal actions in past, present, or future
- make a promise or express intention in a variety of situations

State Personal Actions (A–4.2)

- in detail, describe personal experiences from the past, present, or future

Manage Group Actions (A–4.3)

- check for agreement and understanding
- express disagreement in an appropriate way
- express appreciation, enthusiasm, support, and respect for the contributions of others

Manage Group Actions (A–4.3)

- request feedback
- express disagreement in an appropriate and acceptable way
- express sympathy and support, and help others in their time of need



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**ASL and DC
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A–5 to extend their knowledge of the world

Discover and Explore (A–5.1)

- investigate the immediate environment
- make and talk about simple personal observations

Discover and Explore (A–5.1)

- describe and compare personal observations
- explore classification systems and categories
- discover relationships and patterns

Gather and Organize Information (A–5.2)

- gather simple information
- organize items in different ways
- sequence items in different ways

Gather and Organize Information (A–5.2)

- share personal knowledge of a topic
- compare and contrast items in simple ways
- compose questions to guide research
- identify sources of information
- share observations

Solve Problems (A–5.3)

- experience problem solving in classroom situations
- choose between alternative solutions

Solve Problems (A–5.3)

- identify a problem, and then propose solutions
- understand and use steps in a problem-solving process

Explore Opinions and Values (A–5.4)

- actively attend to the opinions expressed
- respond sensitively to the ideas and products of others
- make connections between behaviour and values (e.g., eye contact, physical contact, personal space)

Explore Opinions and Values (A–5.4)

- identify differences of opinion
- express their views on familiar topics
- gather opinions on familiar topics



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**ASL and DC
30S**

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A–5 to extend their knowledge of the world

Discover and Explore (A–5.1)

- ask questions to gain knowledge and clarify understanding
- explore meaning in a variety of ways (e.g., by drawing/signing a diagram, making a model, rephrasing)

Discover and Explore (A–5.1)

- ask detailed questions to gain knowledge and clarify understanding
- explore ideas and make connections in a variety of ways (e.g., by drawing/signing a diagram, making a model, rephrasing)

Gather and Organize Information (A–5.2)

- gather information from a variety of sources (e.g., print, human, multimedia, electronic)
- organize and manipulate information (e.g., view a signed text, then summarize it in ASL)

Gather and Organize Information (A–5.2)

- gather information from a wide variety of sources (e.g., print, human, multimedia, electronic)
- organize and manipulate detailed information (e.g., view a signed text, then summarize it in ASL)

Solve Problems (A–5.3)

- describe and analyze a problem
- generate and evaluate solutions to problems

Solve Problems (A–5.3)

- describe and analyze a problem in detail
- generate and evaluate a solution to a problem in an authentic situation

Explore Opinions and Values (A–5.4)

- provide reasons for their position on an issue
- explore connections between values and behaviours (e.g., lighting, removing visual obstacles for Deaf/hard of hearing guests)

Explore Opinions and Values (A–5.4)

- provide reasons for their mishaps, incidents, etc.
- explore connections between values and behaviours in detail (e.g., lighting, removing visual obstacles for Deaf/hard of hearing guests)



General Learning Outcome for Applications: Students will use ASL in a variety of **situations** for a variety of **purposes**.

ASL and DC 10F	ASL and DC 20F
A–6 for imaginative purposes and personal enjoyment	
<i>Humour/Fun (A–6.1)</i> <ul style="list-style-type: none">■ use ASL for fun	<i>Humour/Fun (A–6.1)</i> <ul style="list-style-type: none">■ use ASL for fun and to interpret humour
<i>Creative/Aesthetic Purposes (A–6.2)</i> <ul style="list-style-type: none">■ use ASL creatively	<i>Creative/Aesthetic Purposes (A–6.2)</i> <ul style="list-style-type: none">■ use ASL creatively and for aesthetic purposes with emerging skill
<i>Personal Enjoyment (A–6.3)</i> <ul style="list-style-type: none">■ use ASL for personal enjoyment	<i>Personal Enjoyment (A–6.3)</i> <ul style="list-style-type: none">■ use ASL for personal enjoyment



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**ASL and DC
30S**

**ASL and DC
40S**

A–6 for imaginative purposes and personal enjoyment

Humour/Fun (A–6.1)

- use ASL for fun and to interpret and express humour

Humour/Fun (A–6.1)

- comfortably use ASL for fun and to interpret and express humour in a variety of settings

Creative/Aesthetic Purposes (A–6.2)

- use ASL creatively and for aesthetic purposes with developing skill

Creative/Aesthetic Purposes (A–6.2)

- use ASL creatively and for aesthetic purposes with advanced skill

Personal Enjoyment (A–6.3)

- use ASL for personal enjoyment

Personal Enjoyment (A–6.3)

- use ASL for personal enjoyment