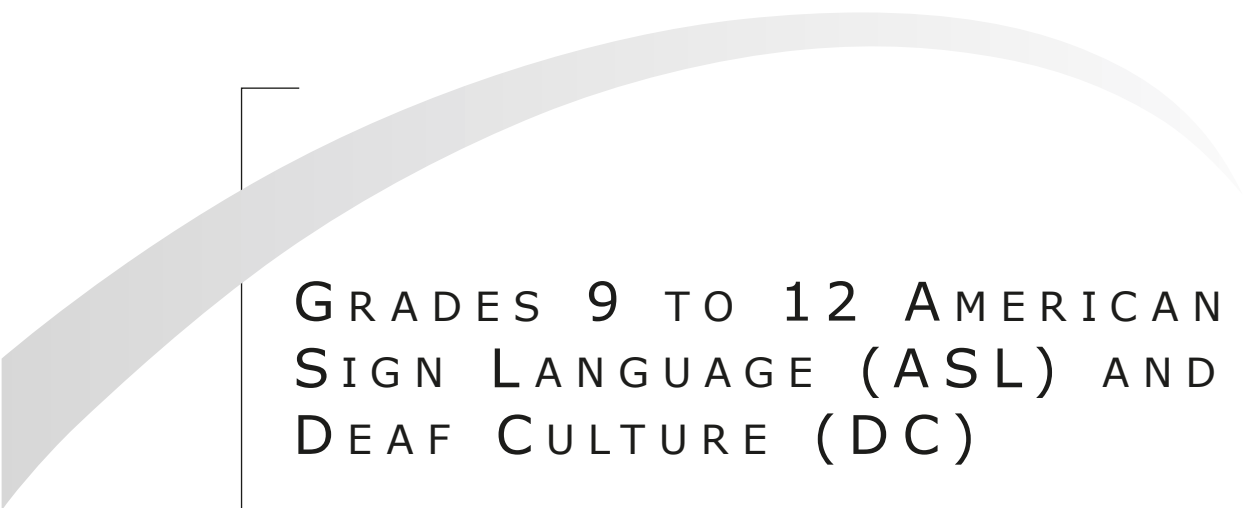


# **Grades 9 to 12 American Sign Language (ASL) and Deaf Culture (DC)**

Manitoba Curriculum  
Framework of Outcomes





GRADES 9 TO 12 AMERICAN  
SIGN LANGUAGE (ASL) AND  
DEAF CULTURE (DC)

Manitoba Curriculum  
Framework of Outcomes

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Available in alternate formats upon request.

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# INTRODUCTION

## Background

In 2000, under the auspices of the Western Canadian Protocol for Collaboration in Basic Education, *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12* was released as a common base and support document for developing curricula for specific languages in Alberta, Manitoba, and Saskatchewan. Subsequently, Edmonton Public Schools drew on and adapted the WCP International Languages Curriculum for the development of their *American Sign Language and Deaf Culture, Three Year Program (ASL 15/25/35) Curriculum*. In 2008, Manitoba School for the Deaf and Manitoba Education, Citizenship and Youth obtained permission from Edmonton Public Schools to adapt their program of studies for use in Manitoba. This document, *Grades 9 to 12 American Sign Language (ASL) and Deaf Culture (DC): Manitoba Curriculum Framework of Outcomes*, is the result of this initiative.

The *Grades 9 to 12 American Sign Language (ASL) and Deaf Culture (DC): Manitoba Curriculum Framework of Outcomes* has been developed primarily for hearing, hard of hearing, and Deaf students who are beginning their study of ASL and Deaf culture in senior high school.

## Rationale

ASL is a complex language that has been used for centuries throughout North America. Signed languages are unlike spoken languages in that they are three-dimensional “languages in motion.”

The value of learning ASL for Canadian society as a whole is enormous. Apart from the common advantages related to the learning of a second language, it permits an insight into Deaf culture and bestows more opportunity to communicate directly with the Deaf and hard of hearing. The learning of ASL develops awareness of and sensitivity to cultural and linguistic diversity, in addition to preserving cultural identity. It also provides cultural enrichment and is the best means of fostering understanding and solidarity among Deaf, hard of hearing, and hearing people. Furthermore, it gives the opportunity to identify, question, and challenge one’s own cultural assumptions, values, and perspectives and to contribute positively to society.

As well, for students who already have some knowledge of ASL, or family/friendship connections to Deaf culture, it offers an opportunity of renewing contact with the language and culture. For some, it may contribute to maintaining and further developing proficiency in one’s first language.

There is significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in one’s first language and enhances

cognitive functioning, particularly increased ability to conceptualize and to think abstractly, more cognitive flexibility, and greater divergent thinking, creativity, and metalinguistic competence. Because the acquisition of ASL poses a significant challenge to most hearing people, it stimulates considerable strategizing and metacognition.

Finally, in today's world, the knowledge of a second language and culture in general is an advantage for individuals providing language skills that enable them to communicate and interact effectively in the workplace and community, while broadening the world for people who are Deaf/hard of hearing.

## Assumptions

The following are statements of assumptions which have guided the development of the *Common Curriculum Framework* and this *Curriculum Framework*:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning a second language leads to enhanced learning in both the child's primary language and in related areas of cognitive development and knowledge acquisition. This is true of children who come to the class with no knowledge of the second language and are learning it as a second or additional language. It is also true of children

who have some knowledge of the second language and are developing literacy skills in that language.

For a brief discussion of some of the factors that need to be considered when implementing this curriculum, see Appendix A: Using the Curriculum.

## Effective Language Learning

The following are some **general principles** of effective language learning identified in the research on second language learning and acquisition. These principles have guided the development of the conceptual model used in this framework.

### Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes, or language functions. The principal focus of classroom activities is on communication while learning about a content area or carrying out a project or task. Specific language skills are taught when students notice they need certain vocabulary, structures, or functions to carry out the task they have chosen to do. Language learning then has a purpose and students are more highly motivated.

### Focus on Interaction

Students learn languages more effectively when they have ample opportunity to work in groups on tasks they have chosen and tasks which require them to negotiate meaning with their fellow students. Negotiating meaning involves working to make oneself understood and to understand others. In classrooms structured in this way, students have more practice time, they are working on tasks that reflect their interests, and they are using ASL in situations that more closely resemble those outside of school.

### Focus on Strategies

Successful ASL learners use a number of strategies that help make their learning more effective. These language learning strategies\* are often categorized as cognitive, metacognitive, and social/affective. Communication or language use strategies\* are an important component of communicative competence. These include strategies used regularly by users of any language to enhance communication. But they also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies, provided alongside instruction in ASL itself. Once students

are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective ASL learners.

### Focus on Prior Knowledge

Constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should reflect students' experiences. For example, if students are involved with and interested in a particular sport, a task can be chosen that links with the sport. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their ASL learning experience with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities that offer them choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

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

## Transfer and Inference

In addition to knowledge about content, students will come to their ASL class with a large body of useful knowledge about language, even if they have never used ASL. They can transfer knowledge of English and other languages they know or are learning to ASL. Initially, English may also be a source of interference as students try to apply generalizations that are valid for English to ASL. Students benefit from an awareness of differences as well as similarities in relation to any component of ASL: sign formation, grammatical structures, sign vocabulary, discourse\* features. They may also transfer language learning and language use strategies from one language context to another.

## Language Learning and Culture\*

Intercultural competence\* is an essential element of any language learning endeavour. Knowledge of Deaf culture alone is not sufficient. Cultures evolve over time. Diversity exists within cultures in any society. If students develop the skills to analyze, understand, and relate to any culture with which they may come into contact, they will be prepared for encounters with new cultural practices.

## Conceptual Model

The aim of the *Curriculum Framework* is the development of communicative competence\* in ASL.

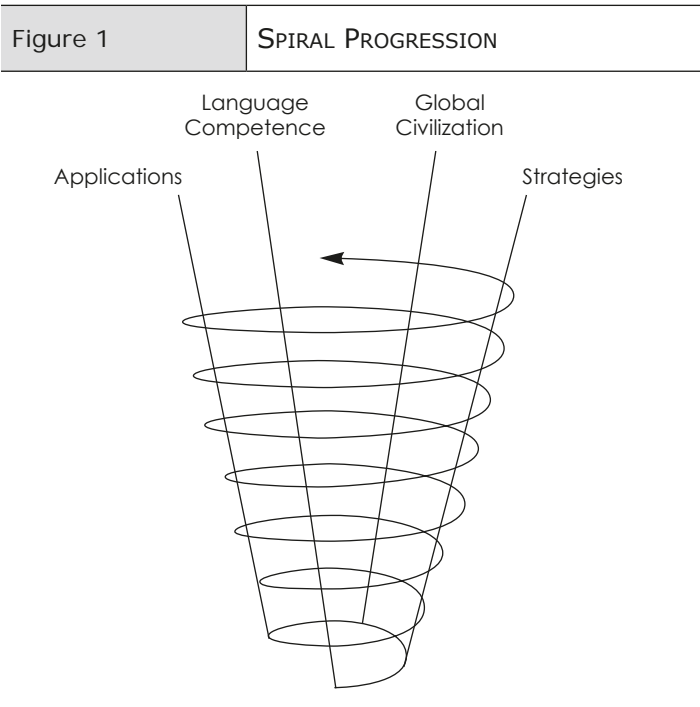
### Four Components

For the purposes of this *Curriculum Framework*, communicative competence is represented by four interrelated and interdependent components. The **Applications** component deals with what the students will be able to do with ASL, the functions they will be able to perform, and the contexts in which they will be able to operate. **Language Competence** addresses the students' knowledge of ASL and their ability to use that knowledge to interpret and produce meaningful texts\* appropriate to the situation in which they are used. **Global Citizenship** aims to develop intercultural competence with a particular focus on Deaf culture. The **Strategies** component helps students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of the *Curriculum Framework*.

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms and contexts). The spiral also represents how language learning

activities are best structured. Particular areas of experience, learning strategies, or language functions are revisited at different points in the curriculum, but from a different perspective, in broader contexts, or at a slightly higher level of proficiency each time. Learning is extended, reinforced, and broadened each time a point is revisited.



### Areas of Experience

The topics, themes, or areas of experience that each level is required to cover are outlined below. These areas of experience are provided to ensure a broad range of language learning experiences.

#### **ASL and DC 10F**

- People around Us
- Seasons
- School
- Food
- Sports
- Fashion
- any other areas that meet the needs and interests of the students

#### **ASL and DC 20F**

- Home and Its Layout
- Careers
- Community
- Senses and Feelings
- Social Life
- any other areas that meet the needs and interests of the students

### ASL and DC 30S

- Technology
- Vacations and Travel
- Leisure Activities
- Fine Arts
- Current Events
- any other areas that meet the needs and interests of the students

### ASL and DC 40S

- Unforgettable Moments
- Interesting Facts
- Explaining Rules
- Accidents
- Money
- Major Decisions
- Health Conditions
- ASL Storytelling
- Visit/Volunteer at Deaf Community Events/Agencies
- Employment for Members of the Deaf Community (What can Deaf people do?)
- ASL-English Interpreting as a Profession
- any other areas that meet the needs and interests of the students

## Organization of the Sequence of Studies

### Credit Allocation and Hours of Instruction

#### ASL and DC 10F:

110 hours of scheduled instruction – 1 credit

#### ASL and DC 20F:

110 hours of scheduled instruction – 1 credit

#### ASL and DC 30S:

110 hours of scheduled instruction – 1 credit

#### ASL and DC 40S:

110 hours of scheduled instruction – 1 credit

### Required Prerequisites

ASL and DC 10F: none

ASL and DC 20F: successful completion of ASL and DC 10F

ASL and DC 30S: successful completion of ASL and DC 20F

ASL and DC 40S: successful completion of ASL and DC 30S

**Students who enrol in these courses should be proficient in English, as English is required for the reading and writing components.**

## General Learning Outcomes

General learning outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to achieve in the course of their language learning experience. Four general learning outcomes serve as the foundation for the *Curriculum Framework* and are based on the conceptual model outlined previously.

- Students will use ASL in a variety of situations and for a variety of purposes.
- Students will use ASL effectively and competently.
- Students will acquire the knowledge, skills, and attitudes to be effective global citizens.
- Students will know and use strategies to maximize effectiveness of learning and communication.

The order in which the general learning outcomes are presented in this Curriculum Framework does not represent a sequential order, nor does it indicate the relative importance of each component. A jurisdiction may choose to emphasize or expand one component more than others in response to the needs and interests of its student population.

## Specific Learning Outcomes

Each general learning outcome is further broken down into specific learning outcomes that students are to achieve by the end of each level. The specific learning outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

The specific learning outcomes are categorized under cluster headings that show the scope of each of the four general learning outcomes. These headings are shown as bullets in the chart on page 11.

The specific learning outcomes are further categorized by strands which show the developmental flow of learning from the beginning to the end of the curriculum. However, a learning outcome for a particular level will not be dealt with only in that particular year. Learning activities in the years preceding will prepare the ground for the acquisition of skills. Learning activities in the years following will broaden the application of the learning outcome.



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

	ASL and DC 10F	ASL and DC 20F	
Read each page vertically for learning outcomes expected by the end of each level.	<b>LC-3 apply knowledge of the socio-cultural context</b>		
	<b>Register (LC-3.1)</b> <ul style="list-style-type: none"> <li>recognize register of signed communication</li> </ul>	<b>Register (LC-3.1)</b> <ul style="list-style-type: none"> <li>experiment with and use register in a variety of situations</li> </ul>	
	<b>Variations in Language (LC-3.2)</b> <ul style="list-style-type: none"> <li>experience a variety of sign styles</li> </ul>	<b>Variations in Language (LC-3.2)</b> <ul style="list-style-type: none"> <li>acknowledge and accept individual differences in signing (e.g., regional and gender variations)</li> </ul>	
	<b>Social Conventions (LC-3.3)</b> <ul style="list-style-type: none"> <li>use basic politeness conventions (e.g., greeting, eye contact)</li> </ul>	<b>Social Conventions (LC-3.3)</b> <ul style="list-style-type: none"> <li>recognize simple social conventions in everyday situations (e.g., calling for attention, turn-taking, interpersonal space)</li> </ul>	
	<b>Specific Learning Outcome</b> statements for each grade	<b>Cluster Heading</b> showing the scope of the general learning outcome	<b>Strand Headings</b> for specific learning outcomes
	Read each page horizontally for developmental flow of learning outcomes from grade to grade.		









GRADES 9 TO 12  
AMERICAN SIGN  
LANGUAGE (ASL) AND  
DEAF CULTURE (DC)

Learning Outcomes



# LEARNING OUTCOMES

General Learning Outcomes	
Applications	Language Competence
	
<p>General Learning Outcome: Students will use ASL in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <ul style="list-style-type: none"> <li>■ to impart and receive information</li> <li>■ to express emotions and personal perspectives</li> <li>■ to form, maintain, and change interpersonal relationships</li> <li>■ to get things done</li> <li>■ to extend their knowledge of the world</li> <li>■ for imaginative purposes and personal enjoyment</li> </ul>	<p>General Learning Outcome: Students will use ASL <b>effectively</b> and <b>competently</b>.</p> <ul style="list-style-type: none"> <li>■ attend to form</li> <li>■ interpret and produce signed texts</li> <li>■ apply knowledge of the socio-cultural context</li> <li>■ apply knowledge of how discourse is organized, structured, and sequenced</li> </ul>
Global Citizenship	Strategies
	
<p>General Learning Outcome: Students will acquire the knowledge, skills, and attitudes to be effective <b>global citizens</b>.</p> <ul style="list-style-type: none"> <li>■ study historical and contemporary elements of Deaf culture</li> <li>■ affirm diversity</li> <li>■ explore personal and career opportunities</li> </ul>	<p>General Learning Outcome: Students will know and use various strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <ul style="list-style-type: none"> <li>■ language learning strategies</li> <li>■ language use strategies</li> <li>■ general learning strategies</li> </ul>

## 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.

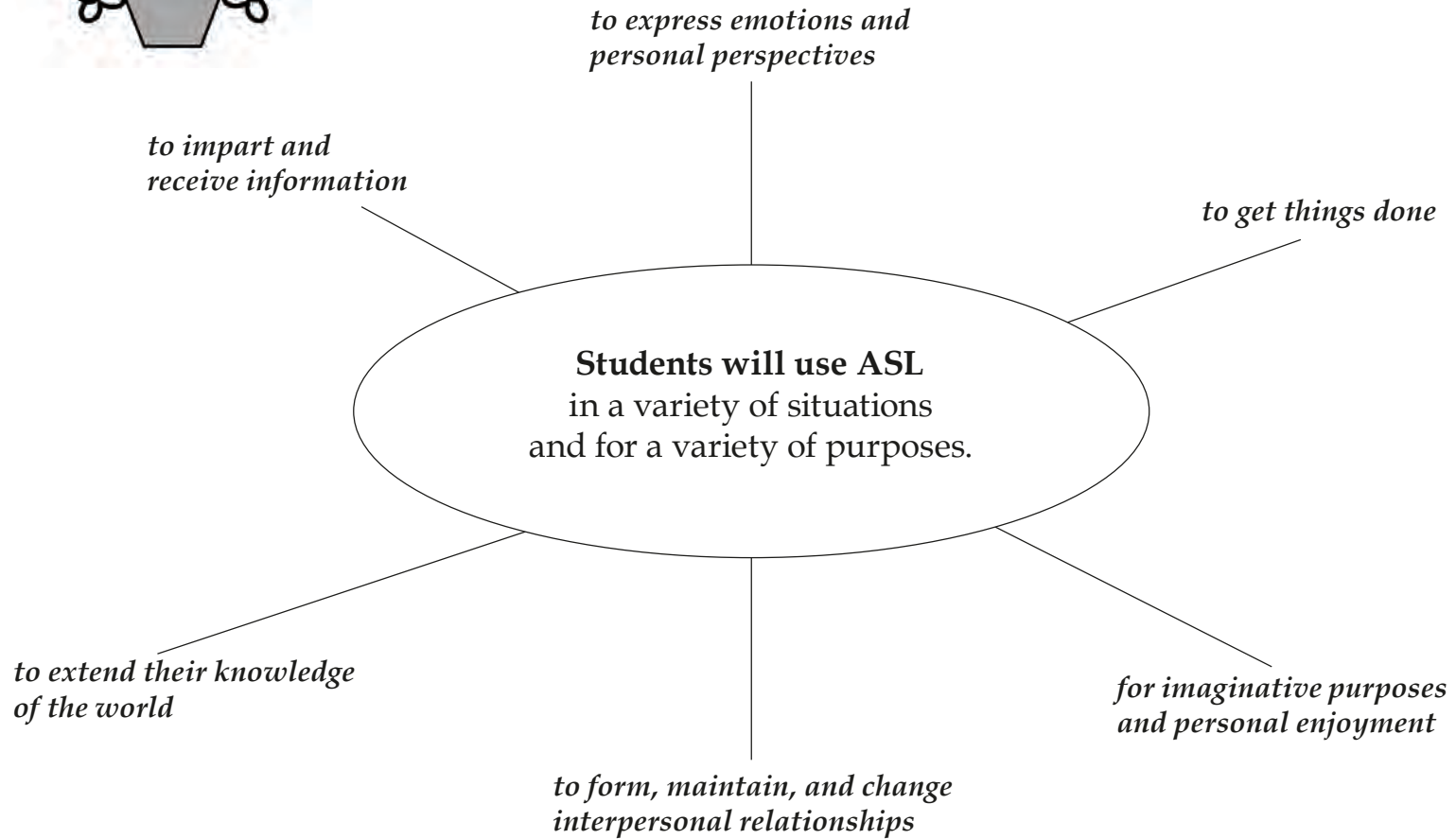
Different models of communicative competence\* have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage 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.

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\* 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



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

**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.)



**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–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 Emotions/Feelings (A–3.2)***

- identify, respond to, and express emotions/feelings

***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)***

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





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

**ASL and DC  
30S**

**ASL and DC  
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



**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–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



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

**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



**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–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



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

**ASL and DC  
30S**

**ASL and DC  
40S**

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



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

**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

## LANGUAGE COMPETENCE

**Language competence** is a broad term which includes linguistic or grammatical competence,\* discourse competence,\* sociolinguistic or socio-cultural competence,\* and what might be called textual competence. The specific learning outcomes under the heading Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings (see illustration). Under each of these cluster headings there are several strands (identified by strand headings for the bulleted SLOs) that show the developmental flow of learning from level to level. Each strand deals with a single aspect of language competence.

Although the learning outcomes isolate these components, language competence should be developed through classroom learning activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests, and experiences of students. The vocabulary, grammatical structures, text forms, and social conventions necessary to carry out each task will be taught, practised, and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to use language for authentic communication from the beginning. This component is included in the language use strategies in the Strategies section.

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



# Language Competence



*attend to form*

*interpret and  
produce signed texts*

**Students will use ASL  
effectively and competently.**

*apply knowledge of the  
socio-cultural context*

*apply knowledge of how  
discourse is organized,  
structured, and sequenced*



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

**ASL and DC  
10F**

**ASL and DC  
20F**

**LC-1 attend to form**

***Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)***

- produce complete manual alphabet and basic ASL hand shapes

***Lexicon (LC-1.2)***

- recognize and use a repertoire of simple sign vocabulary and set phrases in familiar contexts, including the following areas of experience:
  - people around us
  - seasons
  - school
  - food
  - sports
  - fashion
  - any other areas that meet the needs and interests of the students

***Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)***

- combine learned sign vocabulary and phrases to fulfill simple purposes

***Lexicon (LC-1.2)***

- experiment with and use sign vocabulary and expressions in a variety of familiar contexts, including the following areas of experience:
  - home and its layout
  - careers
  - community
  - senses and feelings
  - social life
  - any other areas that meet the needs and interests of the students



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**LC-1 attend to form**

***Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)***

- use ASL creatively and for aesthetic purposes

***Hand Shapes and Sign Vocabulary (Phonology) (LC-1.1)***

- use complex ASL creatively and for aesthetic purposes

***Lexicon (LC-1.2)***

- use an expanded repertoire of sign vocabulary and expressions in a variety of familiar contexts, including the following areas of experience:
  - technology
  - vacations and travel
  - leisure activities
  - fine arts
  - current events
  - any other areas that meet the needs and interests of the students

***Lexicon (LC-1.2)***

- use an expanded and detailed repertoire of sign vocabulary and expressions in a variety of familiar contexts, including the following areas of experience:
  - unforgotten moments
  - interesting facts
  - rules
  - accidents
  - money
  - major decisions
  - health conditions
  - storytelling
  - any other areas that meet the needs and interests of the students



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
10F

ASL and DC  
20F

**LC–1 attend to form (continued)**

**Grammatical Structures (LC–1.3)**

- use, in **modelled situations**,\* the following grammatical elements:
  - finger spelling
  - gender signs
  - yes/no questions
  - wh- questions: What? Where? How many? Who? When?
  - personal pronouns
  - possessive pronouns
  - cardinal and ordinal numbers
  - topicalization
  - simple classifiers/location
  - body/gaze shifting
  - singular/plural nouns
  - singular/plural verbs
    - tense
    - directional
  - negation/assertion
  - adjectives

**Grammatical Structures (LC–1.3)**

- use, in **modelled situations**,\* the following grammatical elements:
  - loan signs
  - wh- questions: How? How long? Why? What are you doing?
  - yes/no questions
  - pronouns:
    - collective
    - demonstrative
    - emphatic
    - classifier
  - basic classifiers/location
  - continuous/repetitious
  - adverbs
  - numerical adjectives
  - ASL compounds
  - time regularity, duration, and approximation

\* **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
30S

ASL and DC  
40S

LC–1 attend to form (*continued*)

**Grammatical Structures (LC–1.3)**

- use, in **modelled situations**,\* the following grammatical elements:
  - loan signs
  - wh- questions
  - rhetorical questions
  - relative pronouns
  - indefinite pronouns
  - cardinal/ordinal numbers
  - advanced classifiers/location
  - singular/plural nouns
  - singular/plural verbs
    - tense
    - directional
  - relative clauses (understand)
  - simple conditional sentences
  - role shifting
  - comparatives/superlatives
  - reflexive pronouns

**Grammatical Structures (LC–1.3)**

- use, in **modelled situations**,\* the following grammatical elements:
  - loan signs
  - wh- questions
  - rhetorical questions
  - relative pronouns
  - indefinite pronouns
  - cardinal/ordinal numbers
  - complex classifiers/location
  - singular/plural nouns
  - singular/plural verbs
    - tense
    - directional
  - relative clauses
  - basic conditional sentences
  - role shift variations
  - comparatives/superlatives
  - reflexive pronouns

\* **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
10F

ASL and DC  
20F

LC–1 attend to form (*continued*)

**Grammatical Structures (LC–1.3)**

**Grammatical Structures (LC–1.3)**

- use, in **structured situations**,\*\* the following grammatical elements:
  - finger spelling
  - gender signs
  - wh- questions: What? Where? How? Who? How many? When?
  - yes/no questions
  - personal pronouns
  - possessive pronouns
  - cardinal and ordinal numbers
  - topicalization
  - simple classifiers/location
  - body/gaze shifting
  - singular/plural nouns
  - singular/plural verbs
    - tense
    - directional
  - negation/assertion
  - adjectives

\*\* **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
30S

ASL and DC  
40S

LC–1 attend to form (*continued*)

**Grammatical Structures (LC–1.3)**

- use, in **structured situations**,\*\* the following grammatical elements:
  - loan signs
  - wh- questions: How long? Why? When? What are you doing?
  - yes/no questions
  - pronouns:
    - collective
    - demonstrative
    - emphatic
    - classifier
  - ordinal numbers
  - basic classifiers/location
  - adverbs
  - continuous/repetitious
  - numerical adjectives
  - ASL compounds
  - time regularity, duration, and approximation

**Grammatical Structures (LC–1.3)**

- use, in **structured situations**,\*\* the following grammatical elements:
  - loan signs
  - wh- questions
  - rhetorical questions
  - relative pronouns
  - indefinite pronouns
  - cardinal/ordinal numbers
  - advanced classifiers/location
  - singular/plural nouns
  - singular/plural verbs
    - tense
    - directional
  - relative clauses (understand)
  - simple conditional sentences
  - role shifting
  - comparatives/superlatives
  - reflexive pronouns

\*\* **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
10F

ASL and DC  
20F

LC-1 attend to form (*continued*)

*Grammatical Structures (LC-1.3)*

*Grammatical Structures (LC-1.3)*

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**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
10F

ASL and DC  
20F

LC-1 attend to form (*continued*)

**Grammatical Structures (LC-1.3)**

- use, **independently and consistently**,<sup>\*\*\*</sup> the following grammatical elements:
  - finger spelling
  - gender signs
  - wh- questions: What? Where? How? Who? How many? When?
  - yes/no questions
  - personal pronouns
  - possessive pronouns
  - cardinal and ordinal numbers
  - topicalization
  - simple classifiers/location
  - body/gaze shifting
  - singular/plural nouns
  - singular/plural verbs
    - tense
    - directional
  - negation/assertion
  - adjectives

**Grammatical Structures (LC-1.3)**

- use, **independently and consistently**,<sup>\*\*\*</sup> the following grammatical elements:
  - loan signs
  - wh- questions: How long? Why? When? What are you doing?
  - yes/no questions
  - pronouns:
    - collective
    - demonstrative
    - emphatic
    - classifier
  - ordinal numbers
  - basic classifiers/location
  - adverbs
  - continuous/repetitious
  - numerical adjectives
  - ASL compounds
  - time regularity, duration, and approximation

<sup>\*\*\*</sup> **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC 10F	ASL and DC 20F
<b>LC–1 attend to form (<i>continued</i>)</b>	
<b><i>Non-manual Features* (LC–1.4)</i></b> <ul style="list-style-type: none"><li>imitate and experiment with basic non-manual features with guidance</li></ul>	<b><i>Non-manual Features* (LC–1.4)</i></b> <ul style="list-style-type: none"><li>practise basic non-manual features with and without guidance</li></ul>
<b>LC–2 interpret and produce signed texts</b>	
<b><i>Sign Reading (LC–2.1)</i></b> <ul style="list-style-type: none"><li>watch and understand simple signed sentences in familiar contexts</li></ul>	<b><i>Sign Reading (LC–2.1)</i></b> <ul style="list-style-type: none"><li>watch and understand a series of simple signed sentences in familiar contexts</li></ul>
<b><i>Signing (LC–2.2)</i></b> <ul style="list-style-type: none"><li>imitate and produce simple signed sentences in familiar contexts</li></ul>	<b><i>Signing (LC–2.2)</i></b> <ul style="list-style-type: none"><li>produce a series of simple signed sentences in familiar contexts</li></ul>
<b><i>Viewing (LC–2.3)</i></b> <ul style="list-style-type: none"><li>view and understand a variety of visuals and other media and communication forms, in guided situations</li></ul>	<b><i>Viewing (LC–2.3)</i></b> <ul style="list-style-type: none"><li>view and understand a variety of visuals and other media and communication forms, in guided and unguided situations</li></ul>
<b><i>Representing (LC–2.4)</i></b> <ul style="list-style-type: none"><li>use a variety of visuals and other media and communication forms to express meaning, in guided situations</li></ul>	<b><i>Representing (LC–2.4)</i></b> <ul style="list-style-type: none"><li>express meaning through the use of visual elements in a variety of media, in guided and unguided situations</li></ul>
<b><i>Interactive Fluency (LC–2.5)</i></b> <ul style="list-style-type: none"><li>engage in simple interactions, using short phrases</li></ul>	<b><i>Interactive Fluency (LC–2.5)</i></b> <ul style="list-style-type: none"><li>engage in simple interactions using simple sentences</li></ul>

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



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC 30S	ASL and DC 40S
<b>LC-1 attend to form (continued)</b>	
<b><i>Non-manual Features* (LC-1.4)</i></b> <ul style="list-style-type: none"><li>■ use basic non-manual features with guidance</li></ul>	<b><i>Non-manual Features* (LC-1.4)</i></b> <ul style="list-style-type: none"><li>■ use complex non-manual features with/without guidance</li></ul>
<b>LC-2 interpret and produce signed texts</b>	
<b><i>Sign Reading (LC-2.1)</i></b> <ul style="list-style-type: none"><li>■ watch and understand short signed texts in familiar contexts</li></ul>	<b><i>Sign Reading (LC-2.1)</i></b> <ul style="list-style-type: none"><li>■ watch and understand lengthy or complicated texts in familiar contexts</li></ul>
<b><i>Signing (LC-2.2)</i></b> <ul style="list-style-type: none"><li>■ produce short signed texts in familiar contexts</li></ul>	<b><i>Signing (LC-2.2)</i></b> <ul style="list-style-type: none"><li>■ produce lengthy or complex texts in familiar contexts</li></ul>
<b><i>Viewing (LC-2.3)</i></b> <ul style="list-style-type: none"><li>■ view and understand multiple visual elements in a variety of media in guided situations</li></ul>	<b><i>Viewing (LC-2.3)</i></b> <ul style="list-style-type: none"><li>■ view and understand multiple visual elements in a variety of media in independent situations</li></ul>
<b><i>Representing (LC-2.4)</i></b> <ul style="list-style-type: none"><li>■ express meaning through the use of multiple visual elements in a variety of media, in guided situations</li></ul>	<b><i>Representing (LC-2.4)</i></b> <ul style="list-style-type: none"><li>■ express meaning through the use of visual elements in a variety of media in independent situations</li></ul>
<b><i>Interactive Fluency (LC-2.5)</i></b> <ul style="list-style-type: none"><li>■ manage short interactions with ease, with pauses for planning and repair</li></ul>	<b><i>Interactive Fluency (LC-2.5)</i></b> <ul style="list-style-type: none"><li>■ manage short interactions with ease without needing to pause for planning or repair</li></ul>

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



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

**ASL and DC  
10F**

**ASL and DC  
20F**

**LC-3 apply knowledge of the socio-cultural context**

***Register (LC-3.1)***

- recognize register of signed communication

***Variations in Language (LC-3.2)***

- experience a variety of sign styles

***Social Conventions (LC-3.3)***

- use basic politeness conventions (e.g., greeting, eye contact)

***Register (LC-3.1)***

- experiment with and use register in a variety of situations

***Variations in Language (LC-3.2)***

- acknowledge and accept individual differences in signing (e.g., regional and gender variations)

***Social Conventions (LC-3.3)***

- recognize simple social conventions in everyday situations (e.g., calling for attention, turn-taking, interpersonal space)



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**LC–3 apply knowledge of the socio-cultural context**

***Register (LC–3.1)***

- use register to recognize formal and informal situations

***Register (LC–3.1)***

- use register appropriately in formal and informal situations

***Variations in Language (LC–3.2)***

- recognize some common variations in signing (e.g., age, gender)

***Variations in Language (LC–3.2)***

- recognize several common variations in signing (e.g., age, gender, ethnicity)

***Social Conventions (LC–3.3)***

- recognize and use important social conventions in everyday interactions (e.g., turn-taking, calling for attention, interpersonal space)

***Social Conventions (LC–3.3)***

- recognize and use appropriate social conventions in everyday interactions with ease (e.g., turn-taking, calling for attention, interpersonal space, sympathy)



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

ASL and DC  
10F

ASL and DC  
20F

**LC-4 apply knowledge of how discourse is organized, structured, and sequenced**

***Cohesion/Coherence\* (LC-4.1)***

- sequence elements of a simple story, process, or series of events
- link words or groups of words in simple ways

***Cohesion/Coherence\* (LC-4.1)***

- link several sentences coherently
- use common conventions to structure texts

***Text Forms\* (LC-4.2)***

- experience a variety of signed text forms
- recognize some simple text forms

***Text Forms\* (LC-4.2)***

- recognize a variety of signed text forms
- use some simple signed text forms in their own productions

***Patterns of Social Interaction (LC-4.3)***

- initiate and respond to social interaction patterns

***Patterns of Social Interaction (LC-4.3)***

- use simple conventions to open and close conversations and to manage turn taking
- initiate interactions, and respond using a variety of social interaction patterns

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



**General Learning Outcome for Language Competence:** Students will use ASL **effectively** and **competently**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**LC-4 apply knowledge of how discourse is organized, structured, and sequenced**

***Cohesion/Coherence\* (LC-4.1)***

- organize texts, using common patterns
- interpret simple references within texts
- organize texts to indicate steps in a procedure or directions to follow

***Cohesion/Coherence\* (LC-4.1)***

- organize texts, using appropriate patterns
- interpret basic references within texts
- organize texts to show the sequence of events in a procedure

***Text Forms\* (LC-4.2)***

- recognize a variety of signed text forms delivered through a variety of media
- analyze and identify the organizational structure of a variety of signed text forms

***Text Forms\* (LC-4.2)***

- recognize a variety of signed text forms delivered through a variety of actual events and from experience
- analyze and plan the organizational structure of a variety of signed text forms

***Patterns of Social Interaction (LC-4.3)***

- initiate interactions, and respond using a variety of social interaction patterns

***Patterns of Social Interaction (LC-4.3)***

- initiate interactions, and respond using a wide variety of complex social interaction patterns

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

## GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence,\* including building bridges between the Deaf community and society as a whole. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to North America and beyond. The more people using ASL, the more accessible the world becomes for the Deaf/hard of hearing.

The various components of global citizenship are grouped under three cluster headings (see illustration). Under each of these headings there are several strands (identified by strand headings for the bulleted SLOs) that show the developmental flow of learning from level to level. Each strand deals with a single aspect of intercultural competence. For example, under the heading “study historical and contemporary elements of Deaf culture,” there are strands for

- the processes and methods of acquiring knowledge about culture
- the cultural knowledge thus acquired
- applications of that knowledge to aid comprehension and to communicate in appropriate ways
- positive attitudes to the culture
- knowledge of the diversity within that culture

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. It is important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter unfamiliar elements of Deaf culture,\* they will have the skills and abilities to deal with them effectively and appropriately.

The “affirm diversity” heading covers knowledge, skills, and abilities that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity.

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



# Global Citizenship



*study historical and contemporary elements of Deaf culture*

*affirm diversity*

**Students will acquire the knowledge, skills, and attitudes to be effective global citizens.**

*explore personal and career opportunities*



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
10F**

**ASL and DC  
20F**

**GC–1 study historical and contemporary elements of Deaf culture**

***Accessing/Analyzing Cultural Knowledge (GC–1.1)***

- participate in activities and experiences that reflect elements of Deaf culture
- ask questions (e.g., using English) about these experiences
- make observations about Deaf culture

***Accessing/Analyzing Cultural Knowledge (GC–1.1)***

- seek out information about Deaf culture from authentic sources
- compare and make connections between some elements of Deaf culture and their own

***Knowledge of Deaf Culture (GC–1.2)***

- participate in activities and experiences to develop a basic understanding of elements of Deaf culture

***Knowledge of Deaf Culture (GC–1.2)***

- participate in activities and experiences to develop understanding of Deaf culture
- identify some things they have in common with Deaf people their own age
- explore some historical and contemporary elements of Deaf culture

***Applying Cultural Knowledge (GC–1.3)***

- identify elements of Deaf culture in the classroom, school, and community

***Applying Cultural Knowledge (GC–1.3)***

- identify commonalities and differences between Deaf culture and their own; examine these commonalities and differences



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**GC-1 study historical and contemporary elements of Deaf culture**

***Accessing/Analyzing Cultural Knowledge (GC-1.1)***

- formulate questions about elements of Deaf culture
- use basic research skills to find out about Deaf culture

***Accessing/Analyzing Cultural Knowledge (GC-1.1)***

- formulate high-level questions about elements of Deaf culture
- use a variety of research skills to find out about Deaf culture

***Knowledge of Deaf Culture (GC-1.2)***

- explore and identify some elements of Deaf culture (e.g., key historical events) and their influence on contemporary ways of life and cultural values

***Knowledge of Deaf Culture (GC-1.2)***

- investigate and identify most elements of the culture (e.g., key historical events) and their influence on contemporary ways of life and cultural values

***Applying Cultural Knowledge (GC-1.3)***

- apply knowledge of Deaf culture in interactions with people and interpret cultural behaviour that is different from their own

***Applying Cultural Knowledge (GC-1.3)***

- apply knowledge of Deaf culture in interactions with people and behave in a culturally appropriate manner



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

ASL and DC  
10F

ASL and DC  
20F

**GC–1 study historical and contemporary elements of Deaf culture (*continued*)**

***Diversity within Deaf Culture (GC–1.4)***

- experience diverse elements of Deaf culture
- identify some elements that reflect diversity within Deaf culture

***Diversity within Deaf Culture (GC–1.4)***

- identify and examine commonalities and differences between diverse groups within Deaf culture

***Valuing Deaf Culture (GC–1.5)***

- participate in Deaf cultural activities and experiences

***Valuing Deaf Culture (GC–1.5)***

- participate in a wide variety of Deaf cultural activities and experiences
- identify similarities between themselves and the Deaf
- express an interest in finding out about Deaf people their own age



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**GC-1 study historical and contemporary elements of Deaf culture (*continued*)**

***Diversity within Deaf Culture (GC-1.4)***

- apply knowledge of diverse elements of Deaf culture in interactions with people

***Diversity within Deaf Culture (GC-1.4)***

- be aware of, apply knowledge of, and accept the diverse elements of Deaf culture in interactions with people

***Valuing Deaf Culture (GC-1.5)***

- choose to participate in and contribute to activities and experiences involving the Deaf

***Valuing Deaf Culture (GC-1.5)***

- fully participate in and contribute to activities and experiences involving the Deaf



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
10F**

**ASL and DC  
20F**

**GC-2 affirm diversity**

***Awareness of First Language (GC-2.1)***

- identify similarities between English and ASL

***Awareness of First Language (GC-2.1)***

- identify similarities and differences between English and ASL

***General Language Knowledge (GC-2.2)***

- explore the variety of languages spoken by their schoolmates and members of their community
- identify differences and similarities between languages within their personal experience

***General Language Knowledge (GC-2.2)***

- recognize that, within any linguistic group, individuals use language in personal ways
- recognize that in any language there are different words for the same thing

***Awareness of Own Culture (GC-2.3)***

- explore and recognize similarities between their own culture and Deaf culture

***Awareness of Own Culture (GC-2.3)***

- make connections between experiences of individuals who are Deaf/hard of hearing and their own personal experiences
- recognize and identify similarities and differences between their own culture and Deaf culture



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**GC-2 affirm diversity**

***Awareness of First Language (GC-2.1)***

- compare aspects of English and ASL

***Awareness of First Language (GC-2.1)***

- compare aspects of English and ASL in detail

***General Language Knowledge (GC-2.2)***

- recognize that languages can be grouped into families based on common origins
- identify how and why languages borrow from one another

***General Language Knowledge (GC-2.2)***

- apply the knowledge that languages can be grouped into families based on common origins
- identify how and why languages borrow from one another and why some are acceptable while others are not

***Awareness of Own Culture (GC-2.3)***

- examine own personal cultural identity

***Awareness of Own Culture (GC-2.3)***

- examine in detail own personal cultural identity and compare it to that of Deaf culture



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
10F**

**ASL and DC  
20F**

**GC–2 affirm diversity (continued)**

***General Cultural Knowledge (GC–2.4)***

- participate in activities and experiences that reflect elements of different cultures
- recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community

***General Cultural Knowledge (GC–2.4)***

- recognize that culture is expressed through a variety of forms
- recognize that users of the same language may come from different cultural backgrounds

***Valuing Diversity (GC–2.5)***

- work and interact with others who are different

***Valuing Diversity (GC–2.5)***

- engage in activities that reflect other ways of doing things or other perspectives
- identify the limitations of adopting a single perspective

***Intercultural Skills (GC–2.6)***

- adapt to new situations
- acknowledge and respect the opinions of others

***Intercultural Skills (GC–2.6)***

- initiate and maintain new relationships
- reflect on their actions and the consequences of their actions for others





**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**GC-2 affirm diversity (continued)**

**General Cultural Knowledge (GC-2.4)**

- recognize that within any culture there are important differences in the way people communicate and behave
- recognize some of the factors that affect cultures

**General Cultural Knowledge (GC-2.4)**

- recognize and internalize that within any culture there are differences in the way people communicate and behave
- recognize a variety of factors that affect cultures

**Valuing Diversity (GC-2.5)**

- demonstrate curiosity about other languages and cultures
- recognize and acknowledge different perspectives

**Valuing Diversity (GC-2.5)**

- demonstrate an appreciation and value of other languages and cultures
- recognize and respect different perspectives

**Intercultural Skills (GC-2.6)**

- explore how perspective is shaped by a variety of factors
- explore representations of Deaf, own, and other cultures
- identify and make use of Deaf institutions, organizations, and so on

**Intercultural Skills (GC-2.6)**

- explore deeply how perspective is shaped by a variety of factors
- explore and differentiate the representations of Deaf, own, and other cultures
- identify and comfortably make use of Deaf institutions, organizations, and so on



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
10F**

**ASL and DC  
20F**

**GC-3 explore personal and career opportunities**

***Deaf Culture (GC-3.1)***

- identify reasons for learning ASL

***Deaf Culture (GC-3.1)***

- identify some personal uses they have made of their knowledge of ASL and Deaf culture
- identify some careers for which knowledge of ASL is useful

***Cultural and Linguistic Diversity (GC-3.2)***

- identify reasons for learning an additional language
- identify reasons for participating in multicultural activities and experiences

***Cultural and Linguistic Diversity (GC-3.2)***

- identify some personal uses they have made of their knowledge of different languages and cultures
- identify some careers for which knowledge of different languages and cultures is useful



**General Learning Outcome for Global Citizenship:** Students will acquire the knowledge, attitudes, and skills to be effective **global citizens**.

**ASL and DC  
30S**

**ASL and DC  
40S**

**GC–3 explore personal and career opportunities**

***Deaf Culture (GC–3.1)***

- identify some careers that use knowledge of ASL
- identify personal reasons for continuing to learn ASL

***Deaf Culture (GC–3.1)***

- identify several careers that use knowledge of ASL
- identify personal reasons for continuing to learn Deaf culture and ASL

***Cultural and Linguistic Diversity (GC–3.2)***

- identify some careers that use knowledge of languages and cultures, and intercultural skills
- identify personal reasons for continuing to learn additional languages

***Cultural and Linguistic Diversity (GC–3.2)***

- identify several careers that use knowledge of languages and cultures, and intercultural skills
- identify personal reasons for continuing to learn additional languages

## STRATEGIES

Under the Strategies heading are specific learning outcomes that will help students learn and communicate more **effectively**. Strategic competence\* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning,\* language use\* in a broad sense, as well as general learning strategies that help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings (see illustration). Under each of these headings there are several strands that show the development of awareness and skill in using strategies from level to level. Each strand deals with a specific category of strategy (identified by a strand heading for the bulleted SLOs). Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, and productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of or able to use a specific strategy at a particular grade level. Consequently, the learning outcomes describe the student's knowledge of and ability to use a certain **type** of strategy. The strategies described are **only examples** that give an idea of the kinds of strategies students of that age and that level of proficiency might benefit from.

A global list of the strategies mentioned in the specific learning outcomes can be found in Appendix C of this document. Teachers need to know and model a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities. This allows students to apply the strategies immediately and then reflect on their use.

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

# Strategies



*language learning strategies*

*language use strategies*

**Students will know and use strategies  
to maximize the effectiveness  
of learning and communication.**

*general learning strategies*



**General Learning Outcome for Strategies:** Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC 10F	ASL and DC 20F
<b>S–1 language learning strategies</b>	
<b><i>Cognitive (S–1.1)</i></b> <ul style="list-style-type: none"><li>use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new signs by repeating them)</li></ul>	<b><i>Cognitive (S–1.1)</i></b> <ul style="list-style-type: none"><li>identify and use a variety of cognitive strategies to enhance language learning (e.g., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of ASL and English)</li></ul>
<b><i>Metacognitive (S–1.2)</i></b> <ul style="list-style-type: none"><li>use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language use)</li></ul>	<b><i>Metacognitive (S–1.2)</i></b> <ul style="list-style-type: none"><li>identify and use a variety of metacognitive strategies to enhance language learning (e.g., reflect on the attending and signing process, check copied signing for accuracy)</li></ul>
<b><i>Social/Affective (S–1.3)</i></b> <ul style="list-style-type: none"><li>use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text)</li></ul>	<b><i>Social/Affective (S–1.3)</i></b> <ul style="list-style-type: none"><li>identify and use a variety of social and affective strategies to enhance language learning (e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced ASL users)</li></ul>

See Appendix B, pages 66 to 68, for examples of language learning strategies.



**General Learning Outcome for Strategies:** Students will know and use strategies to maximize the effectiveness of learning and communication.

**ASL and DC  
30S**

**ASL and DC  
40S**

**S–1 language learning strategies**

***Cognitive (S–1.1)***

- select and use a variety of cognitive strategies to enhance language learning (e.g., associate new signs or expressions with familiar ones)

***Cognitive (S–1.1)***

- assess, select, and use diverse cognitive strategies to enhance language learning (e.g., associate new signs or expressions with familiar ones, note context and function of an unknown sign)

***Metacognitive (S–1.2)***

- select and use a variety of metacognitive strategies to enhance language learning (e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log)

***Metacognitive (S–1.2)***

- assess, select, and use diverse metacognitive strategies to enhance language learning (e.g., evaluate their own performance of comprehension at the end of a task, keep a learning log, be aware of own strengths and weaknesses)

***Social/Affective (S–1.3)***

- select and use a variety of social and affective strategies to enhance language learning (e.g., use self-talk to make themselves feel competent to do the task)

***Social/Affective (S–1.3)***

- assess, select, and use diverse social and affective strategies to enhance language learning (e.g., use self-talk to make themselves feel competent to do the task, work with others to solve problems)

See Appendix B, pages 66 to 68, for examples of language learning strategies.



**General Learning Outcome for Strategies:** Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC 10F	ASL and DC 20F
<b>S–2 language use strategies</b>	
<b><i>Interactive (S–2.1)</i></b> <ul style="list-style-type: none"><li>use simple interactive strategies with guidance (e.g., indicate lack of understanding manually or non-manually)</li></ul>	<b><i>Interactive (S–2.1)</i></b> <ul style="list-style-type: none"><li>identify and use a variety of interactive strategies (e.g., assess feedback from conversation partner to recognize when the message has not been understood)</li></ul>
<b><i>Interpretive (S–2.2)</i></b> <ul style="list-style-type: none"><li>use simple interpretive strategies with guidance (e.g., use illustrations to aid comprehension)</li></ul>	<b><i>Interpretive (S–2.2)</i></b> <ul style="list-style-type: none"><li>identify and use a variety of interpretive strategies (e.g., use knowledge of the context to aid comprehension)</li></ul>
<b><i>Productive (S–2.3)</i></b> <ul style="list-style-type: none"><li>use simple productive strategies with guidance (e.g., copy what others sign and use signs that are visible in the immediate environment)</li></ul>	<b><i>Productive (S–2.3)</i></b> <ul style="list-style-type: none"><li>identify and use a variety of productive strategies (e.g., use knowledge of sentence patterns to form new sentences)</li></ul>

See Appendix B, pages 68 to 69, for examples of language use strategies.





**General Learning Outcome for Strategies:** Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC 30S	ASL and DC 40S
<b>S–2 language use strategies</b>	
<b><i>Interactive (S–2.1)</i></b> <ul style="list-style-type: none"><li>select and use a variety of interactive strategies (e.g., invite others into the discussion, ask for confirmation that a form used is appropriate)</li></ul>	<b><i>Interactive (S–2.1)</i></b> <ul style="list-style-type: none"><li>assess, select, and use diverse interactive strategies (e.g., invite others into the discussion, ask for confirmation that a form used is appropriate, self-correct)</li></ul>
<b><i>Interpretive (S–2.2)</i></b> <ul style="list-style-type: none"><li>select and use a variety of interpretive strategies (e.g., prepare questions or a guide to note information found in a signed text)</li></ul>	<b><i>Interpretive (S–2.2)</i></b> <ul style="list-style-type: none"><li>assess, select, and use diverse interpretive strategies (e.g., prepare questions or a guide to note information found in a signed text, infer probable meanings from contextual clues)</li></ul>
<b><i>Productive (S–2.3)</i></b> <ul style="list-style-type: none"><li>select and use a variety of productive strategies (e.g., use resources to increase vocabulary)</li></ul>	<b><i>Productive (S–2.3)</i></b> <ul style="list-style-type: none"><li>assess, select, and use diverse productive strategies (e.g., use resources to increase vocabulary, compensate for avoiding difficult structures by rephrasing)</li></ul>

See Appendix B, pages 68 to 69, for examples of language use strategies.



**General Learning Outcome for Strategies:** Students will know and use strategies to maximize the effectiveness of learning and communication.

ASL and DC  
10F

ASL and DC  
20F

**S–3 general learning strategies**

***Cognitive (S–3.1)***

- use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning)

***Cognitive (S–3.1)***

- identify and use a variety of cognitive strategies to enhance general learning (e.g., write down key words and concepts in abbreviated form [verbal, graphic, or numerical] to assist performance of a learning task)

***Metacognitive (S–3.2)***

- use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning)

***Metacognitive (S–3.2)***

- identify and use a variety of metacognitive strategies to enhance general learning (e.g., make a plan in advance about how to approach a task)

***Social/Affective (S–3.3)***

- use simple social and affective strategies to enhance general learning (e.g., seek help from others)

***Social/Affective (S–3.3)***

- identify and use a variety of social and affective strategies to enhance general learning (e.g., encourage themselves to try, even though they might make mistakes)

See Appendix B, pages 70 to 71, for examples of general learning strategies.



**General Learning Outcome for Strategies:** Students will know and use strategies to maximize the effectiveness of learning and communication.

**ASL and DC  
30S**

**ASL and DC  
40S**

**S–3 general learning strategies**

***Cognitive (S–3.1)***

- select and use a variety of cognitive strategies to enhance general learning (e.g., distinguish between fact and opinion when using a variety of sources of information)

***Cognitive (S–3.1)***

- assess, select, and use diverse cognitive strategies to enhance general learning (e.g., distinguish between fact and opinion when using a variety of sources of information, use previously acquired knowledge or skills to assist with a new learning task)

***Metacognitive (S–3.2)***

- select and use a variety of metacognitive strategies to enhance general learning (e.g., manage the physical environment in which they have to work)

***Metacognitive (S–3.2)***

- assess, select, and use diverse metacognitive strategies to enhance general learning (e.g., manage the physical environment in which they have to work, work with others to monitor own learning)

***Social/Affective (S–3.3)***

- select and use a variety of social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks)

***Social/Affective (S–3.3)***

- assess, select, and use diverse social and affective strategies to enhance general learning (e.g., use support strategies to help peers persevere at learning tasks, be willing to take risks)

See Appendix B, pages 70 to 71, for examples of general learning strategies.





GRADES 9 TO 12  
AMERICAN SIGN  
LANGUAGE (ASL) AND  
DEAF CULTURE (DC)

Appendices



## APPENDICES

### Appendix A: Using the Curriculum

#### Using the Curriculum

When using this *Curriculum Framework*, a number of factors need to be considered:

- the amount of **time** available for instruction
- the students' **prior knowledge** of and experience with ASL and the skills they have developed as a result
- the **nature of ASL** and how different it is from English or languages with which the students are already familiar

Other factors also need consideration:

- **support** for ASL in the school, among parents, and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the **language of instruction**
- how **multigrade groupings** are handled
- the **assessment and evaluation** strategies used
- the opportunities for **real-life applications** of language learning

#### Curriculum Issues

The following are some guidelines for adjusting the information in this document to suit local circumstances.

##### ■ **Time**

This *Curriculum Framework* was designed on the basis of 110 hours of instruction time per level. If the amount of time is altered, students are still expected to achieve the learning outcomes in order to receive credit.

##### ■ **Prior Knowledge**

The *Curriculum Framework* assumes that the students will have limited or no previous knowledge of ASL. In situations where there is a mix of levels in one class, students should be assessed and learning activities planned to meet their individual language learning needs.

Students who already have a second language may learn ASL more quickly than those who do not.

#### Implementation Issues

When implementing this *Curriculum Framework*, a number of decisions remain to be made about how the course will be staffed and administered. The following are some guidelines for making these decisions.

## ■ Support

Successful ASL programming is dependent on the support of all the partners in education. It is critical, however, to have the active involvement of the

- administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those in the Deaf community

## ■ Teachers

A communicative approach to second language teaching, which uses content based on the interests and experiences of the students, demands a broad range of teacher knowledge and skills in ASL, in Deaf culture, and in second language teaching.

Teachers need to be proficient in ASL, and have training and experience in a variety of current approaches to second language teaching, including the communicative approach. A thorough knowledge, understanding, and experience of Deaf culture are also essential. In addition, teachers will benefit from experience and expertise in

- responding to diversity in the classroom and using multi-level groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning

Teachers also need to demonstrate willingness to engage in professional learning in order to maintain or improve their fluency in ASL and their knowledge and skills related to Deaf culture, and to keep their teaching skills current.

## ■ Scheduling

ASL courses should be scheduled to ensure maximum continuity of exposure to the language. If students lose contact with the language for long periods of time, whether on a weekly or a yearly basis, time is lost reviewing previously learned material that has been forgotten. Students benefit from using ASL on a daily basis.

## ■ Resources

Planning lessons and assembling resources for a task-based language course means more than finding a good text with accompanying workbook and videos. As much as possible, students should work with all kinds of authentic materials and situations. Learning activities should reflect the principles outlined in “Effective Language Learning” at the beginning of this document (page 2).



### ■ **Language of Instruction**

It is expected that classes will take place in ASL in order to maximize exposure to the language. Learners will sometimes use English, especially in the early stages of learning, but will gradually move to ASL as they gain more skill and knowledge. There may be some situations where a few minutes of class time will be used for reflection on the learning process in English.

### ■ **Multi-Level Groupings**

In some situations, students from two or more levels may have to be combined into one ASL class. By organizing the classroom learning activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on the same task or project, expectations will be different for each level or subgroup. Careful planning from year to year will ensure that students experience a variety of learning activities on a broad range of topics.

### ■ **Assessment and Evaluation**

Language learning that is task-based and student-centred cannot adequately be assessed by traditional grammar quizzes or even structured interviews. Teachers need to use a variety of authentic assessment strategies, such as the following:

- observation checklists
- rating scales

- anecdotal records
- communicative tests
- portfolios
- self-assessment
- peer and group assessment
- performance profiles

### ■ **Real-Life Applications**

Students will be more successful ASL learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent users of ASL. The learning of ASL is a complex undertaking, particularly for hearing students whose experience has not been with visual languages.

ASL classes being taught with no Deaf community immediately available can make use of authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges, language camps, or immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, visitors invited into the school, and so on.

## Appendix B: Global List of Strategies

### Language Learning Strategies

#### **Cognitive**

##### *Students will*

- concentrate on the topic being discussed in order to comment or ask questions appropriately
- watch attentively
- demonstrate an understanding and appreciation for rhythm and symmetry in signs
- imitate signed words and sentences
- memorize new sign vocabulary by repeating it silently or signing/finger-spelling it
- seek the precise sign to express their meaning
- repeat individual signs or sign-phrases while performing a language task
- experiment with various elements of the language
- endeavour to read finger-spelled words as whole units rather than letter by letter
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and English or their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new signs or expressions with familiar ones, either in the language being learned or in their own language
- recognize that for right-handed people, the left hand is used as a “base” hand and the right hand the “active” hand (and vice-versa for left-handed people)
- find information using reference materials like signed videotapes, sign language dictionaries (in book or electronic form), sign vocabulary cards, and so on
- use available technological aids to support language learning (e.g., computers)
- use reference points and initiatives to make information easier to understand and remember, like classifiers, body shifts, and so on
- place new signs or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- be prepared to retell or summarize a classmate’s point of view
- stay on topic
- perceive and note down unknown signs and sign-expressions, noting also their context and function
- demonstrate awareness that there may be a different, but equally acceptable, way of signing something

- demonstrate awareness that effective sign readers look at the signer and his or her face, while taking in the hands peripherally, rather than focusing on the hands themselves

### **Metacognitive**

#### *Students will*

- check with peers or teacher regarding accuracy of sign choice and production
- make choices about how they learn
- rehearse or role-play language
- plan in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- recognize similarities and differences between ASL and English or other languages
- keep a learning log
- reflect on the communication process
- watch for key components in the signed communication
- evaluate their own performance or comprehension at the end of a task
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language

- know how strategies may enable them to cope with information containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own sign production to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
- arrange to videotape their own ASL conversation for later examination

### **Social/Affective**

#### *Students will*

- initiate or maintain interaction with signers who are Deaf/hard of hearing
- participate in shared thoughts and experiences
- seek the assistance of a friend to interpret information
- replay familiar self-chosen videotaped stories to enhance understanding and enjoyment
- view a variety of videotapes to ensure exposure to various signing styles
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced signers

- participate actively in conferencing, brainstorming, and debating
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- use new signs which occur in conversations in which they participate, making use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

### Language Use Strategies

#### **Interactive**

##### *Students will*

- understand that sign language cannot always be translated verbatim to another language (e.g., an English phrase may be translated into ASL through a single sign and vice versa)
- acknowledge being signed to
- interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gesturing, drawing pictures)
- demonstrate that facial expression is an essential component of ASL
- ask for clarification or repetition when they do not understand
- use the other signers' signs in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood (e.g., squinted eyes, blank look, head shake)
- respond appropriately to the signed message
- start again using a different tactic when communication breaks down
- use a simple word similar to the concept they want to convey and invite feedback
- invite others into the discussion
- ask for confirmation that a form used is appropriate
- use a range of fillers, hesitation devices, and gambits to sustain conversations
- recognize that inventing or sustaining conversation simply for the sake of conversation is not a desirable experience
- use circumlocution to compensate for lack of sign vocabulary
- repeat what someone has signed to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding

- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings
- avoid unnecessary use of initialized signs
- recognize turn-taking cues

### **Interpretive**

#### *Students will*

- use gestures and visual supports to aid comprehension
- make connections between new information on the one hand, and prior knowledge and personal experience on the other
- dramatize to facilitate the communication process
- determine the purpose of paying attention
- watch for key signs
- watch selectively based on purpose
- make predictions about what they expect to see based on prior knowledge and personal experience
- infer probable meaning of unknown signs from contextual clues
- mentally prepare questions related to information that is unclear
- ask for things to be repeated in order to understand complex ideas
- summarize information gathered
- assess their own information needs
- use skimming and scanning to locate information of interest or significance

### **Productive**

#### *Students will*

- copy what the teacher signs
- use non-verbal means to communicate
- copy what other classmates sign
- use signs for familiar objects in their environment
- use resources to increase signing vocabulary
- use familiar patterns appropriate for various genres
- use a variety of methods to supplement signed communications (e.g., illustrations, dramatization)
- use various techniques to explore ideas at the planning stage, such as brainstorming
- use knowledge of ASL structure to form new sentences
- revise and improve their own expressive communications
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### Cognitive

#### *Students will*

- classify objects and ideas according to their attributes (e.g., red objects and blue objects or animals that eat meat and animals that eat plants)
- use objects, people, and/or pictures to practise describing shapes, physical setting, et cetera
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide themselves when communicating in a variety of situations
- make inferences, and identify and justify the evidence on which their inferences are based
- use graphic reference points and initiatives to make information easier to understand and remember
- seek information through a network of sources including libraries, the Internet, individuals, agencies, and Deaf organizations
- use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive

#### *Students will*

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- plan in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

### Social/Affective

#### *Students will*

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment

- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities

## Appendix C: Sample List of Text Forms

Genre\*:

Art

Biographies and autobiographies

Dictionary and grammar items

Folk tales and legends

Instructions and other “how to” texts

Invitations

Letters, personal messages

Plays and other performances

Poetry

Storytelling

Programs

Questionnaires

Reports, presentations, and manuals

Announcements

Medium:

Ceremonies

Debates

Formal and informal conversations

Interviews

Lectures

TTY/VP conversations

Deaf guest lecturers

Videotapes

Internet (websites)

Television programs

Movies/Films

Drums

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\* These text forms are intended to be in ASL.





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Glossary



## GLOSSARY

### cohesion and coherence

Cohesion and coherence are two important elements of discourse competence (see below). Cohesion in a discourse sequence is created by many words or phrases (see discourse markers below) that link one part of the text to another. Coherence is more concerned with the large structure of texts: a single theme or topic, the sequencing or ordering of the sentences, the organizational pattern (temporal sequencing, cause and effect, condition and result, etc.). Texts that are cohesive and coherent are easier to interpret.

### communicative competence

The model of communicative competence adopted in this document is roughly based on the models of Canale and Swain, and Celce-Murcia, Dörnyei, and Thurrell, but it includes insights from a number of other researchers including Byram, Bachman, and Cohen. It comprises the following components:

- **Grammatical competence** is defined by Savignon as “mastery of the linguistic code, the ability to recognize the lexical, *morphological*, [and] *syntactic* . . . features of a language and to manipulate these features to form words and sentences” (37). These elements of communicative competence are developed in the Language Competence component under the cluster heading “attend to form.”
- **Discourse competence** “is the ability to interpret a series of concepts in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context” (Savignon 40). It involves understanding and being able to use the words and grammatical functions which are used to make connections between elements of a text so that it forms a meaningful whole. Some examples are noun-pronoun references, relative pronouns, conjunctions such as *but*, *and*, *so*, as well as many words and phrases such as *therefore*, *afterwards*, *on the other hand*, *besides*, and *for example*. Discourse competence is developed in the Language Competence component under the cluster heading “apply knowledge of how discourse is organized, structured, and sequenced.”
- **Sociolinguistic or socio-cultural competence** has to do with the appropriateness of language in relation to the context or situation. It includes elements such as sensitivity to differences in register or variations in language, non-verbal communication, and idiomatic expressions. Socio-cultural competence is developed in the Language Competence component under the cluster heading “apply knowledge of the socio-cultural context.”

- **Functional or actional competence** covers the purposes of language users, the contexts in which they can operate, and the functions that they can carry out using the language. This component is defined in the Applications component of the *Curriculum Framework*.
- **Intercultural competence** is a combination of knowledge, skills, and attitudes which enable individuals to communicate and interact across cultural boundaries. These include the skills of finding information about a culture, interpreting it in order to understand the beliefs, meanings, and behaviours of members of that culture, relating one's own culture to the target culture, and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of the other culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between two cultures. A pre-condition for successful intercultural interaction is an attitude of openness and curiosity as well as a willingness to look at the world from the point of view of the other culture. Intercultural competence is developed in the Global Citizenship component of the *Curriculum Framework*.
- **Strategic competence** includes any strategies used to enhance communication, language learning, and general learning. See language learning strategies and language use strategies below. Strategic competence is developed in the Strategies component of the *Curriculum Framework*.

## culture

The members of the culture task force of the National Core French Study (LeBlanc) have defined culture as “the general context and way of life. It is the behaviors and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups” (44).

**Historical and contemporary elements of the culture** may include historical and contemporary events, significant individuals, emblems, or markers of identity, public institutions, social distinctions, conventions of behaviour, values, beliefs, perceptions, and perspectives.

## Deaf culture

Deaf culture has its own unique cultural elements (e.g., a common heritage; common set of objectives, beliefs, values, heritage, and a unique language known as ASL; distinctive behavioural characteristics resulting from a need to have a clear field of vision; a sense of pride in being Deaf; a sense of humour that is characteristically Deaf; and a shared sense of what is important to Deaf/hard of hearing people collectively). Note that whereas Deaf culture exists worldwide, signed languages vary considerably just as spoken languages do. In Canada, the languages of the Deaf/hard of hearing are ASL and *langue des signes québécoise* (LSQ).

**discourse**

Discourse is connected text that extends beyond a single sentence or phrase.

**discourse competence**

See Communicative Competence.

**functional competence**

See Communicative Competence.

**grammatical competence**

See Communicative Competence.

**intercultural competence**

See Communicative Competence.

**kinesthetic ability**

This is the ability to use the body to express ideas and feelings, and the ability to use the hands to produce or transform things.

**language learning strategies**

These are actions taken by learners to enhance their learning.

**Cognitive strategies** operate directly on the language and include such things as using different techniques for remembering new words and phrases, deducing grammar rules or applying rules already learned, guessing at the meaning of unknown words, or using different ways to organize new information and link it to previously learned language.

**Metacognitive strategies** are higher order skills that students use to manage their own learning. They include planning for, monitoring, and evaluating the success of language learning.

**Social strategies** are actions learners take in order to interact with other learners or with speakers of the target language.

**Affective strategies** are methods learners use to regulate their emotions, motivation, and attitudes to make them more conducive to learning.

**language use strategies**

These are actions taken to enhance communication. In early conceptual models of communicative competence (Canale and Swain), strategic competence was one component. It was defined as the strategies used “to compensate for breakdowns in communication due to performance variables or to insufficient competence” (30). Subsequent models have broadened the definition to include non-compensatory strategies. The term *language use strategies* is being used, rather than *communication strategies* to reflect this broader range. The strategies in the *Common Curriculum Framework* and this curriculum are organized according to the three communicative modes: interaction, interpretation, and production.

Language use strategies can be seen as a subcategory of language learning strategies since any action taken to enhance communication or to avoid communication breakdown can be seen as increasing the chances that language learning will take place. Language use strategies can, however, be used with no intention of trying to learn the language better.

### *langue des signes québécoise*

The Canadian Hearing Society says *la langue des signes québécoise* (LSQ) or Quebec Sign Language “is a visual language with its own grammar and syntax, distinct from French [and ASL], used by Deaf people primarily in Quebec and other French Canadian communities [except in Manitoba, where ASL is used]. Meaning is conveyed through signs that are comprised of specific movements and shapes of the hand and arms, eyes, face, head and body posture. In Canada, there are two main sign languages: LSQ and American Sign Language (ASL).”

### **linguistic competence**

See Communicative Competence.

### **non-manual features**

ASL has ways of showing relationships between symbols through non-manual signals. Non-manual signals, and not signs, often determine the sentence type in ASL. They are important in all areas of ASL structure: morphology, syntax, semantics, and discourse.

The facial expressions (signals) include the following: raising or frowning eyebrows, tilting head, nodding or shaking head, protruding or pouting lips, positioning tongue, gazing or shifting eyes, and other signals, such as shifting shoulders. The non-manual signals are incorporated with signs to produce different aspects of ASL grammar: topicalization, rhetorical questions, variety in sentence type, temporal inflection, auxiliary verbs, and different types of questions.

For example, the two signs HOME YOU can occur in four different sentence types. The signs themselves are the same; the non-manuals are different.

Declarative: You are home.

Yes-No Question: Are you going home?

Negation: You weren't home.

Command: Go home.

### **non-verbal communication**

A large part of what we communicate is done in conjunction with or without the use of signs. Meaning can also be communicated by gestures, eye contact, facial expressions, body language, physical distance, touching, as well as vibrations, sounds, noises, and silence.

### **patterns of social interaction**

Social interaction often follows fairly predictable patterns. Very simple patterns are made up of two or three exchanges (e.g., greeting-response). More complex patterns may have some compulsory elements and some optional elements that depend on the situation (e.g., express an apology, accept responsibility, offer an explanation, offer repair, promise non-recurrence). Lengthy interactions and transactions can be carried out by combining simpler ones to suit the situation.

**proficiency**

The *Canadian Language Benchmarks: English as a Second Language for Adults, English as a Second Language for Literacy Learners* (Citizenship and Immigration Canada) defines proficiency as “communicative competence, demonstrated through the ability to communicate and negotiate meaning and through the ability to interact meaningfully with other speakers, discourse, texts and the environment in a variety of situations” (10).

**register**

Register is the level of formality of communication based on the social context in which the language is used. Casual conversation uses an informal register while situations like a public presentation demand a more formal register. The language used in a personal communication to a good friend or a close family member differs considerably from a formal interaction in the business world.

**social conventions**

These are the customs that accompany language in social situations. They include actions such as bowing, shaking hands, or kissing; topics that are taboo in conversation; conventions for turn taking and interrupting or refusing politely; appropriate amounts of silence before responding.

**socio-cultural competence**

See Communicative Competence.

**sociolinguistic competence**

See Communicative Competence.

**spatial ability**

This is the ability to perceive the visual-spatial world accurately and to work with these perceptions. It includes sensitivity to colour, line, shape, form, space, and the relationships among them.

**strategic competence**

See Language Use Strategies.

**syntax**

Syntax is the part of grammar that deals with language at the sentence level, for example, word order, types of sentences, and the way sentences are constructed.

**task-based language learning**

In task-based language learning, classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes, or language functions.

**text**

In ASL, text is any connected piece of signed communication that ASL users/learners interpret, produce, or exchange. There can thus be no act of communication through language without a text.

**text forms**

Different kinds of texts have typical structures. A story, for example, has a different form or structure than a report or a poem. An interview is different from an announcement or a presentation. A sample list of text forms can be found in Appendix C.







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