

## 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

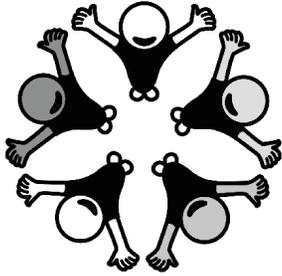
Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. It is important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of 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



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**ASL and DC  
30S**

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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



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**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



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**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



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**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



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**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



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**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



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**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



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**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



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**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