

LOCALLY DEVELOPED COURSE OUTLINE

American Sign Language and Deaf (

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Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

May. 8, 2018

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
25-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10
35-5	125.00	09/01/2018	08/31/2022	Acquired	Reauthorization	G10

Course Description

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Course Prerequisites

No prerequisite for American Sign Language and Deaf Culture 3Y 15
American Sign Language and Deaf Culture 3Y 25 prerequisite: American Sign Language and Deaf Culture 3Y 15
American Sign Language and Deaf Culture 3Y 35 prerequisite: American Sign Language and Deaf Culture 3Y 25

Sequence Introduction (formerly: Philosophy)

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Student Need (formerly: Rationale)

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education. Alberta Version, 2001.*)

Scope and Sequence (formerly: Learner Outcomes)

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education. Alberta Version, 2001.*)

Guiding Questions (formerly: General Outcomes)

- 1 Applications - Students will use the international language in a variety of situations and for a variety of purposes.**
- 2 Language Competence - Students will use the international language effectively and competently**
- 3 Global Citizenship - Students will acquire the knowledge, skills and attitudes to be effective global citizens.**
- 4 Strategies - Students will know and use strategies to maximize the effectiveness of learning and communication.**

Learning Outcomes (formerly: Specific Outcomes)

1 Applications - Students will use the international language in a variety of situations and for a variety of purposes.	15-5	25-5	35-5
1.1 To impart and receive information.	X	X	X
1.1.1 Share factual information	X	X	X
1.1.1.1 1	X	X	X
1.2 To express emotions and personal perspectives	X	X	X
1.2.1 Share ideas, thoughts, preferences	X	X	X
1.2.1.1 1	X	X	X
1.2.2 Share emotions, feelings	X	X	X
1.2.2.1 1	X	X	X
1.3 To get things done	X	X	X
1.3.1 Guide actions of others	X	X	X
1.3.1.1 1	X	X	X
1.3.2 State personal actions	X	X	X
1.3.2.1 1	X	X	X
1.3.3 Manage group actions	X	X	X
1.3.3.1 1	X	X	X
1.4 To form, maintain and change interpersonal relationships	X	X	X
1.4.1 Maintain personal relationships	X	X	X
1.4.1.1 1	X	X	X
1.5 To extend their knowledge of the world	X	X	X
1.5.1 Discover and explore	X	X	X
1.5.1.1 1	X	X	X
1.5.2 Gather and organize information	X	X	X
1.5.2.1 1	X	X	X
1.5.3 Solve problems	X	X	X

1.5.3.1 1	X	X	X
1.5.4 Explore perspectives and values	X	X	X
1.5.4.1 1	X	X	X
1.6 For imaginative purposes and personal enjoyment	X	X	X
1.6.1 Humour/fun	X	X	X
1.6.1.1 1	X	X	X
1.6.2 Creative/aesthetic purposes	X	X	X
1.6.2.1 1	X	X	X
1.6.3 Personal enjoyment	X	X	X
1.6.3.1 1	X	X	X

2 Language Competence - Students will use the international language effectively and competently	15-5	25-5	35-5
2.1 attend to the form of the language	X	X	X
2.1.1 phonology (<i>pronunciation, stress, intonation</i>)	X	X	X
2.1.1.1 1	X	X	X
2.1.2 orthography (<i>spelling, mechanical features</i>)	X	X	X
2.1.2.1 1	X	X	X
2.1.3 lexicon (<i>vocabulary words and phrases</i>)	X	X	X
2.1.3.1 1	X	X	X
2.1.4 Grammatical elements	X	X	X
2.1.4.1 Use in modeled situations	X	X	X
2.1.4.1.1 1	X	X	X
2.1.4.2 Use in structured situation	X	X	X
2.1.4.2.1 1	X	X	X
2.1.4.3 Use in independently and consistently	X	X	X
2.1.4.3.1 1	X	X	X
2.2 interpret and produce oral texts	X	X	X
2.2.1 Aural interpretation	X	X	X
2.2.1.1 1	X	X	X

2.2.2 Oral production	X	X	X
2.2.2.1 1	X	X	X
2.2.3 Interactive fluency	X	X	X
2.2.3.1 1	X	X	X
2.3 interpret and produce written and visual texts	X	X	X
2.3.1 Written interpretation Reading	X	X	X
2.3.1.1 1	X	X	X
2.3.2 Writing production	X	X	X
2.3.2.1 1	X	X	X
2.3.3 Viewing	X	X	X
2.3.3.1 1	X	X	X
2.3.4 Representing	X	X	X
2.3.4.1 1	X	X	X
2.4 apply knowledge of the socio-cultural context	X	X	X
2.4.1 Register	X	X	X
2.4.1.1 1	X	X	X
2.4.2 Idiomatic expressions	X	X	X
2.4.2.1 1	X	X	X
2.4.3 Variations in language	X	X	X
2.4.3.1 1	X	X	X
2.4.4 Social conventions	X	X	X
2.4.4.1 1	X	X	X
2.4.5 Nonverbal communications	X	X	X
2.4.5.1 1	X	X	X
2.5 apply knowledge of how the language is organized, structured and sequenced	X	X	X
2.5.1 Cohesion/coherence	X	X	X
2.5.1.1 1	X	X	X
2.5.2 Text forms	X	X	X
2.5.2.1 1	X	X	X

2.5.3 Patterns of social interactions	X	X	X
2.5.3.1 1	X	X	X

3 Global Citizenship - Students will acquire the knowledge, skills and attitudes to be effective global citizens.	15-5	25-5	35-5
3.1 historical and contemporary elements of the culture	X	X	X
3.1.1 accessing/analyzing cultural knowledge	X	X	X
3.1.1.1 1	X	X	X
3.1.2 knowledge of the culture	X	X	X
3.1.2.1 1	X	X	X
3.1.3 applying cultural knowledge	X	X	X
3.1.3.1 1	X	X	X
3.1.4 diversity within the culture	X	X	X
3.1.4.1 1	X	X	X
3.1.5 valuing the culture	X	X	X
3.1.5.1 1	X	X	X
3.2 affirming diversity	X	X	X
3.2.1 awareness of first language	X	X	X
3.2.1.1 1	X	X	X
3.2.2 general language knowledge	X	X	X
3.2.2.1 1	X	X	X
3.2.3 awareness of own culture	X	X	X
3.2.3.1 1	X	X	X
3.2.4 general cultural knowledge	X	X	X
3.2.4.1 1	X	X	X
3.2.5 Valuing diversity	X	X	X
3.2.5.1 1	X	X	X
3.2.6 Intercultural skills	X	X	X
3.2.6.1 1	X	X	X
3.3 personal and career opportunities	X	X	X

3.3.1 the specific international culture and language	X	X	X
3.3.1.1 1	X	X	X
3.3.2 cultural and linguistic diversity	X	X	X
3.3.2.1 1	X	X	X

4 Strategies - Students will know and use strategies to maximize the effectiveness of learning and communication.	15-5	25-5	35-5
4.1 language learning	X	X	X
4.1.1 cognitive	X	X	X
4.1.1.1 1	X	X	X
4.1.2 Meta cognitive	X	X	X
4.1.2.1 1	X	X	X
4.1.3 social/affective	X	X	X
4.1.3.1 1	X	X	X
4.2 language use	X	X	X
4.2.1 interactive	X	X	X
4.2.1.1 1	X	X	X
4.2.2 interpretive	X	X	X
4.2.2.1 1	X	X	X
4.2.3 productive	X	X	X
4.2.3.1 1	X	X	X
4.3 general learning	X	X	X
4.3.1 cognitive	X	X	X
4.3.1.1 1	X	X	X
4.3.1.2 1	X	X	X
4.3.1.3 1	X	X	X
4.3.2 Meta cognitive	X	X	X
4.3.2.1 1	X	X	X
4.3.2.2 1	X	X	X
4.3.2.3 1	X	X	X

4.3.3 social/affective	X	X	X
4.3.3.1 1	X	X	X
4.3.3.2 1	X	X	X
4.3.3.3 1	X	X	X

Facilities or Equipment

Facility

No unique facilities are required for this course.

Facilities:

Equipment

No specific equipment identified for this course.

Learning and Teaching Resources

See attached course based on the Framework for International Language and Culture (*The Common Curriculum Framework for International Languages, Three-year Program 10 to Grade 12*): *Western Canadian Protocol for Collaboration in Basic Education . A Version, 2001.*)

Sensitive or Controversial Content

It is expected that all issues and texts that may be controversial or sensitive will be discussed with school administration prior to coverage in class.

Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's Edge *Policy 2-09 Teaching About Controversial Issues*.

Issue Management Strategy

Health and Safety

All Chinook's Edge health and safety procedures will be followed as per regular classroom instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health & Safety*.

If students are taken off campus, all Chinook's Edge procedures pertaining to planning, parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge *Administrative Procedure 2-09 Field Trips - Planning & Requirements*.

Risk Management Strategy

Statement of Overlap with Existing Programs

There is no significant overlap with authorized provincial courses.

This 3-year second language sequence is similar to other second language sequences in the same language, but differs in length.

Student Assessment

See attached course based on the Framework for International Language and Culture courses. (*The Common Curriculum Framework for International Languages, Three-year Program (Grade 10 to Grade 12): Western Canadian Protocol for Collaboration in Basic Education*. Alberta Version, 2001.)

Course Approval Implementation and Evaluation

The Associate Superintendent, Learning Services, in collaboration with the school Principal, will evaluate and monitor these courses to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The school Principal will supervise course implementation at the school level.

Course prerequisites, copyright privileges, and conditions listed by the developing board will be strictly adhered to.

