

## LOCALLY DEVELOPED COURSE OUTLINE

American Sign Language and Cultur  
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Submitted By:

**Chinook's Edge School Division No. 73**

Submitted On:

**Mar. 8, 2016**

## 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>
15-3Y-5	125.00	09/01/2016	08/31/2018	Acquired	Authorization	G10
25-3Y-5	125.00	09/01/2016	08/31/2018	Acquired	Authorization	G11
35-3Y-5	125.00	09/01/2016	08/31/2018	Acquired	Authorization	G12

### Acknowledgment

### Course Description

CAUTION: All materials related to this course (located under the Student Assessment tab) must be downloaded and/or printed in order to offer this course.

This American Sign Language and Deaf Culture Three-year (3Y) course series program is intended for students who are beginning their study of American Sign Language and Deaf culture in senior high school.

### Course Prerequisite

# Philosophy

The value for Canadian society as a whole of learning American Sign Language 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.

For students who already have some knowledge of American Sign Language, 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.

# Rationale

The learning of American Sign Language 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 between Deaf 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.

# Learner 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. The four general learning outcomes through the three modes of communication: interaction (oral and written), interpretation (listening, reading and viewing), and production (speaking, writing and representing) serve as the foundation for the curriculum and are based on the conceptual model outlined in the course package. It is important to note that language competencies and global citizenship outcomes help to meet the application outcomes.

## **General Outcomes**

- 1 Applications [A]: Students will use American Sign Language in a variety of situations and for a variety of purposes.**
- 2 Language Competence [LC]: Students will use American Sign Language effectively and competently.**
- 3 Strategies [S]: Students will know and use various strategies to maximize the effectiveness of learning and communication.**
- 4 Global Citizenship [GC]: Students will acquire the knowledge, skills and attitudes to be effective global citizens.**

## Specific Learner Outcomes

<b>1 Applications [A]: Students will use American Sign Language in a variety of situations and for a variety of purposes.</b>	<b>15-3Y-5 25-3Y-5 35-3Y-5</b>
1.1 Students will use American Sign Language in a variety of situations and for a variety of purposes.	X X X
<b>2 Language Competence [LC]: Students will use American Sign Language effectively and competently.</b>	<b>15-3Y-5 25-3Y-5 35-3Y-5</b>
2.1 Students will use American Sign Language effectively and competently.	X X X
<b>3 Strategies [S]: Students will know and use various strategies to maximize the effectiveness of learning and communication.</b>	<b>15-3Y-5 25-3Y-5 35-3Y-5</b>
3.1 Students will know and use various strategies to maximize the effectiveness of learning and communication.	X X X
<b>4 Global Citizenship [GC]: Students will acquire the knowledge, skills and attitudes to be effective global citizens.</b>	<b>15-3Y-5 25-3Y-5 35-3Y-5</b>
4.1 Students will acquire the knowledge, skills and attitudes to be effective global citizens.	X X X

## Facilities or Equipment

### Facility

This course can be taught in any classroom appropriate for language study. A standard high school classroom is suitable for the implementation of this course.

Facilities:

## **Equipment**

No special equipment is necessary beyond that which is generally found in a standard high school classroom. Any technology used in the school for language study may be beneficial for the implementation of this course.

## **Learning Resources**

The learning resources for this course will be provided by the school authority.

## **Others**

### **Sensitive and Controversial Content**

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

### **Mitigation Strategies**

### **Safety Components**

All Chinook's Edge School Division procedures will be followed if students are taken off campus (re: planning, parental permission, risk assessment, etc.), in accordance with Chinook's Edge Administrative Procedure 2-09 - *Field Trips & Excursions*.

## **Mitigation Strategies**

### **Significant Overlap with Provincial Curriculum**

There is no overlap with provincial programs of study.

## **Assessment**

Student assessment at each grade level will be based on the level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions (application outcomes) included in this program. The linguistic elements that are needed to allow learners to communicate about these topics are specified in the Language Competence component under the cluster heading "attend to form."

### **Course Evaluation and Monitoring**

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 School Division) are met. The school Principal will supervise the course implementation at the school level.

Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

## **Appendix I**

1 ASL and Deaf Culture 15-25-35 Entire.pdf

# Appendix II

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