



AMERICAN SIGN LANGUAGE 5 TO 12

Integrated Resource Package 1998



BRITISH
COLUMBIA

Ministry of Education

IRP 095

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This Integrated Resource Package (IRP) provides some of the basic information that teachers require to implement the American Sign Language (ASL) 5 to 12 curriculum. The information contained in this IRP is also available through the Internet. Contact the Curriculum and Resources Branch's home page: <http://www.est.gov.bc.ca/curriculum/welcome.htm>

THE INTRODUCTION

The Introduction provides general information about ASL 5 to 12, including special features and requirements. It also provides a rationale for teaching ASL 5 to 12 in BC schools.

THE ASL CURRICULUM

The provincially prescribed curriculum for ASL 5 to 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each

subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete this stem: "It is expected that students will. . . ." Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The *recommended* resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. Appendix B contains a complete listing of provincially recommended learning resources to support this curriculum.

THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- *Appendix A* lists the prescribed learning outcomes for the curriculum arranged by curriculum organizer.
- *Appendix B* contains a comprehensive, annotated list of the provincially recommended learning resources for this curriculum. This appendix will be updated as new resources are evaluated.
- *Appendix C* outlines the cross-curricular reviews used to ensure that concerns such as equity, access, and the inclusion of specific topics are addressed by all components of this IRP.
- *Appendix D* contains assistance for teachers related to provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- *Appendix E* acknowledges the many people and organizations that have been involved in the development of this IRP.
- *Appendix F* contains a glossary of terms that may be helpful to readers of this document.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Grade | GRADE 5 • *Communicating* | **Curriculum Organizer**

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> communicate information about preferences and interests with brief and simple messages ask and respond to basic questions, largely based on memorized repertoire follow classroom instructions given in ASL. 	<p>Activities that make learning ASL fun, and a learning environment that includes acceptance of errors as a natural part of communication, allow students to build the self-confidence needed to use the language on a daily basis.</p> <ul style="list-style-type: none"> Introduce the manual alphabet by providing students with tags representing their names in fingerspelling. Part way through the class, collect the name tags, shuffle them, and ask students to find their own. Open each class with Calendar Time in ASL. Ask students to respond to questions about the date, time, season, weather, temperature, and how they are feeling that day. Play Inside-Outside Circles. Have students form two circles, one inside the other. When the lights flash, students walk in opposite directions. When the lights stop flashing, students stop and exchange information with facing partners. The goal is to exchange as much information about themselves as possible in ASL before the lights flash again. Ask students to choose a topic for a class survey (e.g., favourite food, movies). Begin with a class brainstorm of required vocabulary. Accept suggestions in English and reinforce them in ASL. Have students in pairs use a pre-framed picture structure to gather information (e.g., What is your favourite _____? I like _____). At the end of the survey, students could graph their findings. Invite students to use demonstrated models to interview each other in pairs. Ask students to introduce their interviewees to the class, using the information in a modelled outline such as: YOUR NAME WHAT(?) YOUR FRIEND NAME WHAT(?) HAVE PET(?) HAVE BROTHER/SISTER(?) YOUR FAVOURITE _____ WHAT(?)

Suggested Instructional Strategies

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

Grade | GRADE 5 • *Communicating* | **Curriculum Organizer**

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Students might initially feel awkward communicating in a new language. Their confidence is enhanced when the classroom environment is supportive and interactive, and when making errors is viewed as an accepted part of learning a new language. Constructive feedback encourages students to communicate in the language and to take further risks. Self-assessment is also an important part of language learning.</p> <ul style="list-style-type: none"> When students are interviewing each other using pre-framed outlines, the following criteria could be used for peer or teacher assessment: <ul style="list-style-type: none"> - uses appropriate physical space - signs clearly - attempts non-manual signals - uses modelled ASL sentence structures in logical sequence After students have been introduced to new vocabulary and structures, have them demonstrate their learning by drawing pictures in response to directions given in ASL (e.g., Draw two apples, a banana, three lemons.) They might also sketch, use pictures, or create computer graphics to show their understanding of a brief story or statement. As they engage in communication activities, observe and note evidence that students: <ul style="list-style-type: none"> - use patterns the teacher has modelled - respond to simple and familiar questions - ask questions - perform introductions and offer simple greetings - make themselves understood - choose appropriate expressions from those they have practised - use an increasing variety of expressions - show increasing comfort and confidence - support and encourage one another As students develop and practise language skills, have them keep track of what they know by maintaining personal picture dictionaries and learning logs in which they record observations and reflections about how they learn. 	<div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">Print Materials</div> <ul style="list-style-type: none"> The Finger Alphabet Number & Letter Games <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">Multimedia</div> <ul style="list-style-type: none"> Bravo ASL Curriculum <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 10px;">Games/Manipulatives</div> <ul style="list-style-type: none"> Signed Finger Alphabet Cards (Set of 26)

Recommended Learning Resources

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for American Sign Language (ASL) 5 to 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

Since approximately 10 percent of the population of North America has some degree of hearing loss (and, for many of these people, ASL is the language of choice), it is likely that students will encounter someone whose language is ASL. ASL is a complete and complex language with its own grammatical rules and syntax, which are not based on, nor derived from, any spoken or written language. It is one of the many sign languages used around the world. ASL, like the majority of world languages, has no written form. It is an integral part of North American Deaf culture and community.

Individuals who are deaf have traditionally been seen by non-deaf people as members of a disabled group. However, Deaf culture values deafness not as a disability but rather as a characteristic of a community's cohesive cultural identity. A key feature of this cohesive culture is its language, ASL. Since the work of the linguist William Stokoe in 1960, ASL has been recognized as a complex rule-governed visual language. Deaf culture, like all cultures, is based on a community of people who use the same language to communicate, and ASL reflects the values and norms for interaction within that cultural language group.

Hearing students can broaden their experience and relationships by learning ASL as a second language. ASL education offers students opportunities to develop language and interpersonal skills, increase their understanding of their own and other cultures, and expand their career options. Because of British Columbia's cultural diversity and ever-changing societal landscape, it benefits students enormously to acquire an understanding of, and positive attitude toward, cultures that are unfamiliar to them. In ASL 5 to 12, students are provided with opportunities to learn about Deaf culture and community through exposure to the language, history, customs, and arts of Deaf people.

The study of ASL supports many careers and professions. In medicine, dentistry, the hospitality industry, education, and other career areas, the ability to communicate easily with Deaf adults and children is a great asset. It is becoming increasingly important for organizations that provide services to the Deaf community to have employees who are proficient in ASL.

The study of ASL not only develops the knowledge, skills, and attitudes needed to understand and communicate effectively in ASL but also expands students' knowledge of language learning in general. In using ASL to create and convey meaning, students can discover new ways to express their individuality. Communicating in authentic situations in another language also enhances students' critical-thinking and risk-taking skills and self-confidence.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The American Sign Language 5 to 12 curriculum endorses what is commonly referred to as the communicative-

experiential approach to language learning. In this approach, the focus of instruction is the purposeful use of the language to perform authentic tasks, share ideas, acquire information, and enhance understanding of Deaf culture. Grammar instruction plays a supportive role only—to provide some useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that endorses these premises:

- As much as possible, language learning should emulate authentic language use. (H. Byrnes)
- The goal of language learning is performance with language rather than knowledge about the language. (M. Met)
- Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (R. Oxford)
- Language develops in a series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (H. Byrnes)
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (M. Met)
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (J. Osgood)
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (R. Oxford)
- The ability to perform with language is facilitated when students actively engage

in meaningful, authentic, and purposeful language-learning tasks. (M. Met)

- Assessment reflects instructional goals and is performance oriented. (J. Larson)
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum. (J. Larson)
- Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. (J.K. Phillips)

(Adapted from: “Teaching and Learning K-12 Authentic Instruction Communication,” Section 7.19, *ASCD Curriculum Handbook*, September 1994.)

This last point is particularly important in the case of ASL instruction because of its recent recognition by linguists as a legitimate language.

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students’ abilities to understand others and to express themselves in a comprehensive and appropriate manner. They do not focus on the mastery of grammar for its own sake. The wording of many prescribed learning outcomes supports recursive learning, and outcomes are sometimes identical from one grade to the next. In such situations, actual treatment of the subject material is expected to increase in breadth, depth, and complexity, consistent with the developmental increase in students’ capabilities.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now being recognized as an essential part of successful language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively. In the study of ASL, it is important to consider a range of strategies that focus on visual media.

Since language is acquired in a spiralling and recursive process, students must be guaranteed a stimulating language environment where risk taking is encouraged and where errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to self-correct. Use of English is expected to decrease as students become more confident and proficient in the use of ASL.

The Language-Learning Strategies chart shows the complete range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

Language-Learning Strategies

As students progress through the grades, they should develop and apply a range of strategies to assist their comprehension and expression. Students need experiences that encourage them to:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • repeat alone and with others to practise and reinforce new vocabulary and language patterns • record ideas or expressions with visual images and symbols • view attentively and participate in activities 	<ul style="list-style-type: none"> • predict meaning • use formula phrases, including greetings and expressions of politeness • actively seek help by asking for clarification and repetition • connect new topics to personal experience • develop personal notebooks or video diaries to record new vocabulary 	<ul style="list-style-type: none"> • recognize known words and cognates in new contexts • ask for specific words in ASL while continuing communication • group new items into categories that are personally meaningful • self-evaluate progress by comparison with earlier performance or against personal goals • continue to record new vocabulary and phrases
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • recognize and use common patterns • use pictorial web charts, tables, and other graphic organizers to support learning • view to focus on key information • reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases 	<ul style="list-style-type: none"> • recognize and use common patterns • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • plan ahead for communicative activities by anticipating language and resources needed 	<ul style="list-style-type: none"> • take risks with the language to extend language boundaries • use a variety of age-appropriate resources for comprehension and production • set personal goals for the achievement of language skills and monitor progress
Grade 11	Grade 12	Introductory Grade 11
<ul style="list-style-type: none"> • rephrase in ASL to compensate for unknown expressions • make personal notes to use as reference for sign production • actively review common, useful expressions and patterns to refine communication • self-monitor and correct recurring or significant errors in communication 	<ul style="list-style-type: none"> • negotiate meaning by using questions and other techniques in ASL for clarification • use a wide range of resources to acquire information • seek out and create practice opportunities in and out of the classroom 	<ul style="list-style-type: none"> • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • use prior knowledge of topics to predict meaning by connecting new topics to personal experience • recognize and use common patterns • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • use a variety of resource materials for comprehension and production • set personal goals for the achievement of language skills and monitor progress

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on common reasons people have for wanting to learn a second language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources. The curriculum organizers are:

- *Communicating*—to communicate with other people
- *Acquiring Information*—to acquire information for a purpose
- *Experiencing Creative Works*—to experience creative works for enjoyment
- *Understanding Culture and Society*—to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow language program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language. In the classroom, they should not be treated separately but should be integrated into most activities. Whenever possible, teachers should use and encourage the use of ASL in most activities. There are, however, times when English will be necessary to complete a task or provide supporting detail for a learning activity.

Communicating

A fundamental aim of ASL acquisition is to enable students to use the language to communicate with others. Communication in ASL instruction should be used to establish and maintain relationships, to share ideas and opinions, and to accomplish

objectives. The Communicating organizer embraces a variety of communication skills—signing, viewing, and representing—in order to reach students with a wide range of abilities, language traditions, and backgrounds. It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies.

Acquiring Information

This organizer includes opportunities for students to use ASL to acquire information from original sources in order to complete authentic tasks. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives. A primary resource for acquiring information will be members of the Deaf community. At the same time, given the expanding use of electronic communication for study and research, and its particular application for people who are Deaf, it is important for students to develop the ability to understand and acquire information via a variety of technologies.

Experiencing Creative Works

By experiencing a variety of creative works in which ASL is used, students learn to enjoy and appreciate them as expressions of Deaf culture and language. Teachers may need to provide appropriate visual and contextual support to help students comprehend and respond to these works in personally meaningful ways.

Understanding Culture and Society

This organizer provides students with opportunities to appreciate and participate in a variety of cultural experiences and to communicate with others in ASL. Through exploring ASL in its cultural context,

students develop an understanding of the Deaf experience. The teaching of Deaf culture fosters respect for the understanding of others and prepares students to participate in a culturally diverse world.

INTEGRATION WITH OTHER CURRICULA

When ASL is seen as a practical means of communication, not just a narrow field of language study, many opportunities open up for integration with other curricula. The learning outcomes in this curriculum are deliberately open in nature to encourage teachers and students to make links to other areas of study, through activities such as job interviewing, mapping, graphing, music, or visual arts. In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. Integration in the elementary classroom may begin with daily routines and procedures conducted in ASL. In this way, students will see ASL as a living language and not just another school subject.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both. For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this

organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and they provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

For each organizer, a list of specific strategies is introduced by a context statement that explains how students at this age can demonstrate their learning, what teachers can look for, and how this information can be used to plan further instruction.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and

intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods. Appendix D includes a more detailed discussion of assessment and evaluation, including specific considerations for assessment of ASL students.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

LEARNING RESOURCES

The Ministry of Education promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

Internet Resources

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.

EXEMPTIONS FROM THE LANGUAGE POLICY

Ministry of Education policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from taking a second language. An exemption will apply to a student who is:

- identified as a student with special needs or who is receiving English as a Second Language service, and
- is unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister.

ESL STUDENTS AND SECOND-LANGUAGE STUDY

Teachers of students for whom English is their second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers and key visuals. ASL teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When instruction is in ASL, ESL students are placed on an equal footing with their classmates.

STUDENTS WITH SPECIAL NEEDS AND SECOND-LANGUAGE STUDY

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this curriculum because of its focus on the communicative-experiential approach. Adaptations to instructional strategies, activities, and assessment methods may be required for some students.

When a student is exempted due to special needs, this must be documented as part of the Individual Education Plan (IEP). Although students with language-processing disabilities may have difficulties that preclude second-language study, many students with these difficulties may do very

well in learning ASL. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the ASL classroom.

Adapt the Environment

- Cluster students with particular gifts or needs.
- Use community resources for extension and research.
- Make use of preferential seating to enhance research.
- Create a space with minimum distractions.
- Change location of learning activity to optimize concentration.
- Make use of co-operative grouping or pairing of learners.

Adapt Presentation or Instruction

- Provide extension activities for students with special gifts and talents.
- Offer choices for self-directed learning.
- Provide advance organizers of key information.
- Demonstrate or model new concepts.
- Adjust the pace of activities as required.
- Change the wording of questions or instructions to match the student's understanding.
- Provide functional, practical opportunities for students to practise skills.

Adapt Materials and Equipment

- Use techniques to make the organization of activities more explicit (e.g., break down the steps used to complete a task).
- Use manipulatives and other support materials.
- Use adapted computer hardware and appropriate software.

- Provide alternative resources on the same concepts at an easier comprehension level.
- Provide or arrange for opportunities for independent study (e.g., CD-ROM).

Adapt Methods of Assistance

- Train and use peer tutors to assist students with special needs.
- Arrange for teacher assistants to work with individuals or small groups.
- Collaborate with support teachers to develop appropriate strategies for individual students with special needs.

Adapt Methods of Assessment

- Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models).
- Match assessment tools to student needs (e.g., tasks performed without time limits, teacher-student conferencing).
- Set short-term, achievable goals with frequent feedback.
- Provide opportunities for students to assess their progress and set their own goals.

THE ASL CLASSROOM

The success of an ASL program can depend on the ability of teachers to foster an environment that is conducive to the use of ASL. Specifically, teachers can facilitate this visual language in a number of ways. For example, a U-shaped classroom arrangement supports essential visual communication during activities and between students. Smaller groups of students are more effective in achieving learning outcomes in an ASL classroom.

The use of ASL can be visually demanding; accordingly, natural light helps minimize eye strain. In addition, the signing background (e.g., walls) should be as uniform in colour and free of visual distractions as possible.

Access to video equipment is essential for instruction and assessment in ASL. It is particularly useful for recording student work, since with ASL there is a diminished focus on use of English. Please note that teachers should be aware of district policy and procedures regarding videotaping of students for purposes of assessment and instruction.



CURRICULUM

American Sign Language 5 to 12

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate information about preferences and interests with brief and simple messages
- ask and respond to basic questions, largely based on memorized repertoire
- follow classroom instructions given in ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

Activities that make learning ASL fun, and a learning environment that includes acceptance of errors as a natural part of communication, allow students to build the self-confidence needed to use the language on a daily basis.

- Introduce the manual alphabet by providing students with tags representing their names in fingerspelling. Part way through the class, collect the name tags, shuffle them, and ask students to find their own.
- Open each class with Calendar Time in ASL. Ask students to respond to questions about the date, time, season, weather, temperature, and how they are feeling that day.
- Play Inside-Outside Circles. Have students form two circles, one inside the other. When the lights flash, students walk in opposite directions. When the lights stop flashing, students stop and exchange information with facing partners. The goal is to exchange as much information about themselves as possible in ASL before the lights flash again.
- Ask students to choose a topic for a class survey (e.g., favourite food, movies). Begin with a class brainstorm of required vocabulary. Accept suggestions in English and reinforce them in ASL. Have students in pairs use a pre-framed picture structure to gather information (e.g., What is your favourite _____? I like _____). At the end of the survey, students could graph their findings.
- Invite students to use demonstrated models to interview each other in pairs. Ask students to introduce their interviewees to the class, using the information in a modelled outline such as:
 YOUR NAME WHAT(?)
 YOUR FRIEND NAME WHAT(?)
 PET HAVE(?)
 BROTHER SISTER HAVE YOU(?)
 YOUR FAVOURITE _____ WHAT(?)

SUGGESTED ASSESSMENT STRATEGIES

Students might initially feel awkward communicating in a new language. Their confidence is enhanced when the classroom environment is supportive and interactive, and when making errors is viewed as an accepted part of learning a new language. Constructive feedback encourages students to communicate in the language and to take further risks. Self-assessment is also an important part of language learning.

- When students are interviewing each other using pre-framed outlines, the following criteria could be used for peer or teacher assessment:
 - uses appropriate physical space
 - signs clearly
 - attempts non-manual signals
 - uses modelled ASL sentence structures in logical sequence
- After students have been introduced to new vocabulary and structures, have them demonstrate their learning by drawing pictures in response to directions given in ASL. (e.g., Draw two apples, a banana, three lemons.) They might also sketch, use pictures, or create computer graphics to show their understanding of a brief story or statement.
- As they engage in communication activities, observe and note evidence that students:
 - use patterns the teacher has modelled
 - respond to simple and familiar questions
 - ask questions
 - perform introductions and offer simple greetings
 - make themselves understood
 - choose appropriate expressions from those they have practised
 - use an increasing variety of expressions
 - show increasing comfort and confidence
 - support and encourage one another
- As students develop and practise language skills, have them keep track of what they know by maintaining personal picture dictionaries and learning logs in which they record observations and reflections about how they learn.

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Finger Alphabet
- Number & Letter Games



Multimedia

- Bravo ASL! Curriculum



Games/Manipulatives

- Signed Finger Alphabet Cards (Set of 26)

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively and visually

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students should be encouraged to use a variety of ASL resources to acquire information needed to perform authentic tasks. Students take an active role in their learning by collecting and using ASL signs and short phrases of personal interest and recording them for future use.

- Once students are familiar with daily calendar activities, ask them to view an ASL weather forecast to determine what to wear the next day and then sign their clothing choices.
- Show an excerpt from a video on endangered species. Provide a list of animals, some of which appear in the video. Have students use ASL to identify the animals in the video, highlighting those that are endangered. Students could then create posters about endangered animals.
- Review students' knowledge of ASL vocabulary relating to menu organization and food. Have students look at a menu and practise signing some of the foods. Students can then develop a survey about food preferences and interview one another using ASL.
- Consider having a class theme party. As a class, develop a menu and discuss in ASL how to prepare the dishes.
- Ask students to read resources such as community newspapers or TV guides to locate information on closed-captioned TV programs. Have students watch one closed-captioned program (no sound) and report to the class in ASL, giving the day, time, and title of the program. Ask them to explain in English how they felt using closed-captioning.
- As part of a unit celebrating a given occasion, have students create greeting cards for classmates using a fingerspelling typeface or pictorial representations of ASL signs.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' abilities to acquire the information needed to perform assigned tasks. Tasks should be designed to allow students to represent and use the information they have acquired. Where possible, use non-verbal representations to assess students' abilities to acquire information.

- After watching an ASL video, students could create pictures or computer graphics to illustrate key points or answer a question posed by the teacher.
- After looking at a menu, students could draw the meals they would choose to order. Criteria should focus on the extent to which students:
 - accurately identify key information
 - include relevant details
 - use the information appropriately (for the assigned purpose)
 - persist when they have trouble finding or understanding the information they need
- To check on students' understanding of key information acquired, have them classify a list of items (e.g., objects, animals, places, movies, foods) into categories. Look for:
 - recognition of the key signs
 - use of classroom resources (e.g., CD-ROMs, ASL videos, picture dictionaries, textbooks)
 - use of strategies for discovering the meaning of unfamiliar signs
- Ask students to reflect on and assess their strategies for extracting specific information. Responses may be written (journals) or oral (sharing in large or small groups). Pose questions such as:
 - Did you find more or less information than you expected?
 - What parts were easy for you?
 - What kinds of problems did you have? How did you solve them?
 - What did you learn about working in ASL that you want to remember?

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view creative works, with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

In the first years of language study, songs, rhymes, and signed stories provide authentic materials that are simple and repetitive and help students actively engage in their learning. Students may respond using very little direct language; they may be asked to draw, mime, or sign the chorus of songs.

- Throughout the year, present ASL songs to students. Select those with easy lyrics, memorable melodies, and appealing rhythms. When signed words are provided, invite students to sign along with the song or its chorus.
- Challenge students to create and present short mimes incorporating ASL. Ideas for mime could come from the current season or a current class theme (e.g., carving a pumpkin).
- Have students view a segment of a TV program for children and create puppets of the characters. Students could use the puppets later in class-created vignettes.
- Use pictures, key words, and ASL signs from simple illustrated storybooks for prereading and prediction activities. As the various books are signed (by the teacher, a monitor, or a student or guest fluent in ASL), students watch while following the illustrations. Once they are familiar with a story, students could create posters promoting the story and then explain their posters in ASL.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' participation and their willingness to respond to creative works from a personal perspective. Students are not expected to show detailed understanding of the works but rather to demonstrate open, accepting attitudes and a curiosity to learn more.

- Invite students in groups to present renditions of songs they've learned, adding effects such as expression, mime, role play, and so on. Assessment criteria might include:
 - all group members participate
 - inflection suits the meaning
 - added special effects suit the song's theme
- Form groups and ask each to illustrate a poem, nursery rhyme, song, or story the class has learned. Have each group member copy and illustrate a different line of the work on a large sheet of paper. Compile the finished pages into a class anthology and add it to the class resource collection. Ask groups to assess and report on their participation and group communication skills. Assessment may also be conducted by conferencing briefly with individual students, noting their:
 - engagement in the task
 - interest in and enthusiasm for the original work
 - interest in their classmates' illustrations
 - ability to capture the meaning of the original work
- Encourage students to keep lists in English of creative works that include the titles and creators of the works they have viewed, read, or listened to. Each entry should include a pictorial representation of an ASL sign representing the genre, a short comment giving an opinion of the work, and one important feature of the work. Review the lists from time to time for evidence that students are able to express personal views and to notice key features.

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum
- The Emperor's New Clothes & Hans Clodhopper

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of their own and their classmates' cultural backgrounds
- identify characteristics of Deaf culture

SUGGESTED INSTRUCTIONAL STRATEGIES

Students benefit from a classroom environment that includes a blending of linguistic and cultural experiences. Activities that expose them to ASL and culturally significant aspects of the Deaf community provide opportunities for students to gain insight into Deaf culture and society.

- Ask students to share information on their cultures with classmates, including the special foods they eat, celebrations, and culturally significant objects relating to their heritage. Students can then organize displays to introduce their classmates to their cultures. Displays could include samples or demonstrations, personal objects, brief explanations of special traditions, or photos.
- Provide a large map of the world and have students use push-pin flags to mark their families' regions of origin. They might add their own names to the map and the names of family members who came from those locations.
- Model features of Deaf culture in the classroom (e.g., create a well-lit visual atmosphere that fosters communication). Encourage students to use appropriate Deaf behaviours such as foot stomping, hand waving, and other attention-getting techniques in their daily activities.
- Have students create collages or murals that represent what they know and have learned about ASL and Deaf culture. (Their collages or murals will be pictorial and may include some pictorial representations of familiar ASL signs.) Encourage them to add to their artwork over a period of time as they learn more about the culture.
- Incorporate into the classroom visual devices used by Deaf people in their homes. Have students create floor plans to show where they would set up lights and TTYs in the classroom or in their homes.

SUGGESTED ASSESSMENT STRATEGIES

Students' understanding of ASL increases as they learn about Deaf culture and society. At this level, assessment focusses on evidence that students are developing an awareness of and appreciation for the culture, which they demonstrate in a variety of ways, including graphic, physical, and other visual formats.

- When students present their cultural displays, note the extent to which they:
 - include key features from their own cultures
 - attempt to engage their classmates' interest
 - respond to questions by elaborating or clarifying information
 - ask questions of other students to extend their understanding
 - listen attentively
 - support and encourage one another
- As students share their family heritage in class, have other class members complete simple response sheets with information such as the name of the student, the country of family origin, traditional food, and interesting facts. After the presentations are completed, ask students to review their records and identify five similarities and five differences between their own customs and those of other students. Look for evidence that students are interested in the cultural backgrounds of others and are able to accurately record information about them.
- Encourage self-assessment by asking students to keep up-to-date personal records of Fascinating Facts About ASL and Deaf Culture using symbols, drawings, and other graphics. Have students review their Fascinating Facts from time to time in response to prompts such as:
 - What are the two most surprising or unusual facts in your record?
 - When you look over the facts in your record, what questions about Deaf culture come to mind? How could you find the answers?

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange information about preferences and interests with brief and simple messages
- use pattern phrases to make simple requests for classroom objects
- participate in classroom routines conducted in ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

New topics and situations provide opportunities for students to work in a variety of interactive patterns that encourage collaborative learning. The central focus is on peer learning.

- Using demonstrated or pictorial models, have students use ASL to role-play situations in which they need to exchange information (e.g., being lost in a city, going through customs, registering for a sports team, entering a contest). Information may be real or invented. For example:

YOUR NAME WHAT(?)

YOU LIVE WHERE(?)

YOU HOW-OLD(?)

- Introduce the language and facial expression needed for a series of survey questions. Students can then use the survey to conduct a scavenger hunt activity with peers, such as:

Find someone who . . .

- likes carrots
- does not like fries
- likes rain

Interaction should be in ASL.

- Have students take turns asking classmates questions such as: MY BAG IN YOU GUESS(?) Challenge the class to guess the objects (e.g., a pencil, a sandwich).
- To develop students' vocabulary and knowledge of useful phrases, have them play a matching card game. For example, form small groups and have one person in each group deal out a deck of paired theme-picture cards. The dealer asks of another group member: YOU HAVE _____ (?) If there is a match, the dealer gets another turn. If not, the turn goes to the next person. The object is to match all the cards by finding pairs.
- Provide opportunities for students to role-play familiar situations such as giving directions, shopping for school supplies, or preparing to leave for school in the morning.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on the willingness of students to communicate in ASL—to take risks, be spontaneous, and initiate responses—rather than on the accuracy of their language skills.

- As students interact, practise, and actively participate in sign activities, look for evidence that they are increasing their:
 - confidence in using ASL signs and structures
 - knowledge of ASL signs and expressions
 - repertoire of useful structures and strategies
 - abilities to reproduce or approximate ASL expressions
- To assess students' abilities to exchange information, have them work in pairs to plan weekend activities they could do together. Partners might engage in dialogue such as:
 LIKE DANCE YOU(?)
 NO NOT LIKE DANCE
 MOVIE GO LIKE YOU(?)
 YES ME LIKE
 After their discussions, ask students to report their plans to the class in one or two ASL sentences or phrases. Look for evidence that they are able to:
 - use the structures and vocabulary they have practised
 - reproduce or approximate the formation of the more familiar signs they use (handshape, movement, location, palm orientation)
 - use appropriate non-manual signals
 - use the phrases they have practised smoothly, pausing after phrases or groups of words
- To assess students' abilities to make simple requests in ASL, set up a model store in the classroom and have students role-play purchasing school supplies. To encourage self-assessment, have students keep individual records of:
 - the number of times they make requests at the "store"
 - whether they receive the items asked for
 - the number of times they recognize and fulfil requests from other students

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Finger Alphabet
- Number & Letter Games



Multimedia

- Bravo ASL! Curriculum



Games/Manipulatives

- Signed Finger Alphabet Cards (Set of 26)

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively in ASL and visually, using pictorial graphs, charts, or lists

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' abilities to use ASL are minimal, although their abilities to access information and present in their own language are already quite well developed. As they apply strategies such as predicting and inferring meaning based on clues, students experience success and develop the confidence required to continue to learn ASL. Teachers can reinforce students' attempts to use ASL and encourage risk-taking by positively evaluating efforts even if the use of ASL is not accurate.

- Provide opportunities for students to watch ASL aerobics routines and to participate by following the cues.
- Invite a guest or a student who is fluent in ASL to demonstrate assembling a pizza. Distribute task sheets on which the illustrated steps are placed in an incorrect order. Ask students to number the steps in the correct order and match pictures of the ingredients to the correct ASL sign. Each student can then make a pizza collage with paper ingredients and present it to the class in ASL.
- Provide students with tourist videos (no sound) about a particular region. On task sheets divided into times of day (morning, afternoon, evening, night), ask students to record appropriate activities for family outings. Then ask them to describe the activities in ASL.
- Have students create pictorial displays using a selection of age-appropriate articles, magazines, and reference materials. The display may be labelled using pictorial representations of ASL signs.
- Provide opportunities for students to watch several TV commercials and to note information about the products, where they can be purchased, and persuasive techniques used. For each commercial, students should note any words or expressions that helped them obtain their information. In groups, students then share their findings in ASL and prepare presentations (e.g., role play, videotape) describing products of their choice.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level have not yet acquired extensive ASL communication skills. Assessment considers their abilities to acquire information and to use it to accomplish tasks by identifying key ideas, overall impressions, and some details. Students can represent their understanding in a variety of ways that require minimal use of ASL. They can be encouraged by evaluations that validate effort and risk-taking. At this level, self-assessment activities should be in written or spoken English.

- As students work with ASL resources, note the extent to which they:
 - approach tasks with confidence
 - make logical predictions
 - use strategies such as previewing, identifying sign features and context clues, and looking for patterns
 - focus on key information
 - tolerate ambiguity, persevering with tasks even when they do not understand all the material
 - are able to explain the clues and strategies they used

Students could make charts showing strategies they use to guide and monitor the way they work.

- When students collect information from ASL materials and represent it visually, look for evidence of the extent to which they are able to:
 - identify key topics
 - recognize the purpose or point of view (where appropriate) of the original material
 - include relevant and accurate details
- Prompt students to reflect on and assess the language-learning strategies they are developing by posing questions such as:
 - What strategies or approaches did you find useful that you also use to get information from materials in English or other languages?
 - What did you do differently when you used ASL resources?
 - What signs, phrases, or patterns did you discover that you want to remember? (Students could record these in their video journals or word banks.)

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and, to some extent, recognize signs in creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

By experiencing a variety of creative works in which ASL is used, students learn to enjoy and appreciate the works as expressions of Deaf culture and language. Teachers may need to provide appropriate visual and contextual support to help them comprehend and respond in personally meaningful ways.

- Show students an animated video or simple picture book. They could respond by creating publicity posters, miming favourite scenes for other students to guess (adding ASL as appropriate), or using art media to reproduce or expand scenes.
- Provide opportunities for students to view visual works such as paintings by Deaf artists or those depicting Deaf experience (actual or reproductions in books) or posters of elements significant to Deaf culture. Ask the class to brainstorm ideas for representational symbols, providing key signs as required. Then ask students to create mobiles, collages, or dioramas using the symbols and pictorial representations of key signs to represent the ideas or themes in the visual works.
- Over the course of the year, introduce students to a variety of simple ASL poems or nonsense rhymes. As students become familiar with these works, they can be used as prompts for various activities.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level demonstrate their interest and engagement in creative works by participating and showing enthusiasm. As students explore a variety of works, they begin to develop a deeper understanding and awareness of the language.

- After students have viewed visual works, work with them to develop criteria for their projects. Encourage students to consider how well they:
 - participated in the class and group process
 - recognized key themes
 - conveyed meaning in visually effective ways
- After students have viewed a simple story, have them each select an event, image, or character to represent in a visual medium (e.g., drawing, collage, computer graphic). Ask them to present their illustrations and to respond to questions from classmates in ASL. Look for:
 - interest and engagement in the task
 - personal connection to the images selected
 - attention to the theme and mood of the story
 - efforts to engage others in the selected scenes, characters, or ideas
- Encourage students to maintain records of creative works presented throughout the year, describing the interpretation or response activities involved and adding brief personal comments. From time to time, have them review their records and reflect on their experiences by responding to questions such as:
 - Which of the works stands out in your mind? Why?
 - Which three works were particularly interesting or enjoyable for you? How were they alike? How were they different?
 - What is one thing you have noticed about creative works in ASL?

Look for evidence that students are open to a variety of experiences, are willing to offer personal responses, and are beginning to make generalizations about their responses.

RECOMMENDED LEARNING RESOURCES



- Sleeping Beauty



- Bravo ASL! Curriculum
- The Emperor's New Clothes & Hans Clodhopper

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of Deaf culture that are different from or similar to their own cultures
- identify elements of Deaf family life that are different from or similar to their own family lives

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students learn how an understanding of various cultures enhances their understanding of Deaf culture.

- Have students brainstorm a list of special events celebrated in their families (e.g., Festival of Light, birthdays). Ask each student to choose an event and create a poster for it. Using their posters as prompts, have students use ASL to explain the celebrations. Explanations should include the name of the event, the special occasion, the date, and interesting facts.
- Have students create images (e.g., family crests) symbolizing their families' origins, customs, celebrations, or rules, and create mottoes representing their families. The images could include symbols for the following items:
 - my family's original homeland
 - something special about my family
 - something we do together
 - a special occasion or tradition
 - family mottoInvite a Deaf person, with an interpreter, to visit the classroom to discuss her or his culture. Encourage students to use appropriate behaviours for interaction during this visit (e.g., introductions, greetings, leave-takings).
- Ask students to survey the class, using simple ASL vocabulary, to determine the range of preferences regarding everyday activities (e.g., sports, restaurants, music). Post the results.
- Show a video of a school at which ASL is used. Ask students to record in English interesting cultural observations to later share and explore during an ASL class discussion.
- Have students each select an article from Deaf media and identify three interesting facts to report to the class. Students should present the information visually, with some key words in ASL.

SUGGESTED ASSESSMENT STRATEGIES

Building knowledge of Deaf culture and society enhances ASL communication. Students' attitudes play key roles in their abilities to understand the cultural context of the language. Assessment at this level focusses on students' awareness of Deaf culture and their openness, interest, and willingness to participate.

- After showing a video of a school at which ASL is used, ask students to create an ASL video about their school for a local Deaf club. The video might describe favourite landmarks or sites and make some cultural observations about the school. Look for evidence that students:
 - observe and convey details of the landmarks or sites
 - show engagement by including specific details and information
 - make relevant and accurate cultural observations
- As students discuss family life and cultural events and customs, note evidence of their interest and understanding, such as:
 - asking questions of one another
 - volunteering information about their own communities
 - offering to find the answers to questions
 - volunteering information they have discovered about Deaf culture
- When assessing students' behaviour during the visit of a guest speaker, note the extent to which they display appropriate behaviours for interaction.

RECOMMENDED LEARNING RESOURCES



- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use ASL while working with others to complete a task
- discuss preferences and interests
- ask for simple information, including date, time, and weather
- participate in classroom activities using simple ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students use some learned ASL phrases to form complete messages or participate in short interactions.

- Ask students to brainstorm the names of restaurants in the area. Help them develop the ASL vocabulary for the types of food served. Students can then work in groups, using drawings, maps, visual aids, and sign vocabulary, to create videotaped restaurant guides advising on where to go for dinner.
- Have students in pairs interview each other to find out their partners' three favourite TV shows and at what times and on which channels they are shown. Alternatively, students could discuss other scheduled activities (e.g., sports practices, music lessons, club meetings).
- Encourage students to keep ongoing records of useful ASL phrases and "survival" expressions such as:
AGAIN PLEASE(?)
NOT UNDERSTAND
US-TWO WORK(?)
GROUP LEADER WHO(?)
Student posters displaying these expressions can be posted around the classroom.
- In ASL, tell the class which day of the week is your favourite and explain why. On chart paper or on the board, label and sign the name of this day and every hour or half-hour in it. Describe your typical schedule for that day. Then ask students to consider which days of the week are their favourites and why. Have them work individually or in groups to prepare similar presentations.
- Provide opportunities for students to use ASL expressions related to playing card and board games, such as:
TAKE-TURN(YOU) NOW
_____ HAVE(?)
YOU PLAY(?)

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' abilities to interact with increasing fluency, using signs and structures they have practised. They continue to gain confidence by participating in a range of classroom activities and interactions.

- When students are practising interactions that involve new structures and vocabulary, work with them to develop criteria they can use to help one another. For example, students in pairs might be responsible for observing and offering advice to other pairs about such features as:
 - whether the vocabulary and structures are appropriate
 - non-manual signals
 - smoothness of delivery
 - completeness of information
 - ways to make interactions more interesting
- When students present information in ASL, notice the extent to which they:
 - convey understandable messages
 - use visual aids or body language to help make the meaning clear
 - employ a range of vocabulary and structures
 - understand simple questions about their topics
 - attempt to answer questions
- Observe and record students' abilities to report on group activities and decisions. For example:
 - after a group has made a co-operative decision, have group members describe the choice and explain why they made it
 - after a class survey, have students describe the overall results and give their own opinions
- Encourage students to reflect on their communication by having them create symbols or computer graphics they can use to rate their learning during various activities. For example, they might choose or design three or four different symbols to indicate:
 - how much they enjoyed an activity
 - how much they learned
 - how effectively they performed

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Finger Alphabet
- Number & Letter Games



Multimedia

- Bravo ASL! Curriculum



Games/Manipulatives

- Signed Finger Alphabet Cards (Set of 26)

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' abilities to use ASL are still minimal. As they apply language-learning strategies such as using clues, connecting, and predicting, they experience success and gain confidence working with ASL materials.

- Invite a guest who is fluent in ASL to give the class a short presentation on his or her occupation. Students can then prepare posters for the school based on the presentation.
- Have students use the Internet to search for information on Deaf culture and ASL. Ask them to present the information, including the Internet addresses, using ASL in their presentations where applicable.
- Ask students to obtain information from family members about their school days, using only ASL, mime, and gesture to ask questions. Have students report back to the class on any difficulties they had.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level continue to rely mainly on visual representations to present information while incorporating some basic, well-practised ASL vocabulary and structures. Linguistic requirements should be simple—assessment for this organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount key ideas or impressions
 - include relevant and accurate detail
 - reproduce some ASL signs, phrases, and patterns in understandable forms
 - organize and sequence their information appropriately (e.g., when giving instructions)
- Provide or develop with students a list of criteria to be used for self- and teacher assessment when students are working with ASL resources. For example:
 - recognizes familiar signs in new contexts
 - uses signs to help acquire meaning (when appropriate)
 - uses an ASL dictionary, ASL videos, or CD-ROMs appropriately (e.g., to confirm and locate the meanings of selected key words)
 - uses non-verbal clues (e.g., context, gesture, graphics, pictures) to support meaning
 - uses knowledge of common patterns to make predictions and inferences
- When students are working on assigned tasks, note the extent to which they:
 - approach tasks with confidence
 - persevere, trying different approaches or strategies when having difficulty
 - tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and recognize signs in creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students may recognize some of the language in the creative works they experience and use their growing range of language-learning strategies to predict the meanings of new expressions.

- Present ASL songs to the class. As students watch and follow the signing, ask them to note repeated phrases, words, or rhythms. Have students work in groups to practise ASL songs and present them to the class.
- Invite students in groups to look at excerpts from ASL comic books that have no sentences or that have had written communication removed. Students can then re-create and role-play the situation in the comic.
- Introduce students to the works of well-known Deaf artists (e.g., Chuck Baird) and have them create artwork imitating the artists' style. Ask students to answer the question: How does your work relate to Deaf culture?
- Create a gallery of visual images such as paintings or photos of monuments celebrating achievements by Deaf people. Invite students to take a Gallery Walk to view the illustrations. Challenge them to create appropriate captions for each work. As an extension, students can write letters to the artists, asking questions about their works.

SUGGESTED ASSESSMENT STRATEGIES

Grade 7 students are able to experience and respond to an increasing range of creative works. Assessment information most often comes from students' self-assessments, from observing students' participation and engagement, and from reviewing their collections of visual representations.

- Have students view a number of ASL television commercials. Ask them to work in groups to create their own commercials for real or imagined products. Students may choose to videotape their productions or perform them in class. Ask groups to respond to one another's presentations by writing brief comments or making sketches or cartoons. As students prepare and present their commercials and respond to those from other groups, look for evidence that they:
 - notice and model key features of the commercials they view
 - seek opportunities outside of class to practise and observe
 - convey the messages of their own commercials with enthusiasm
 - make connections between what they see and their own experiences
 - provide positive feedback and response to their peers
- As students watch signed songs, look for evidence that they are:
 - responding to the meaning as well as to the rhythms
 - making connections with other music they have heard
 - open and willing to engage in new experiences

RECOMMENDED LEARNING RESOURCES



Video

- The Father, the Son, and the Donkey
- King Midas
- The Magic Pot
- Sleeping Beauty



Multimedia

- Bravo ASL! Curriculum
- The Emperor's New Clothes & Hans Clodhopper

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate awareness of the Deaf community
- identify elements of the culture of Deaf people present in British Columbia and Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should have opportunities in class to explore aspects of community traditions that they share with the Deaf community.

- Invite a member of the Deaf community to explain her or his experiences growing up in a dorm/residential school for the Deaf. Students can prepare questions such as:
 - What was your school crest? Motto? Song?
 - What special traditions or celebrations did you have?
 - What rules did you have to follow in the dorm?
 - What are your favourite memories of dorm life?
 - Why was living in the dorm important for you as a culturally Deaf person?
- Ask students to work in groups to collect information about businesses or organizations that serve or are owned or run by members of the Deaf community. Groups could use the TTY Directory and classified advertisements in community newspapers as sources. Students can then create posters or advertisements, or give brief ASL presentations, about what they learned about the organizations and the services they provide. Students might want to explain their understanding of Deaf cultural ties to such organizations.
- Invite the class or school to organize a simulation of a major celebration common in Deaf culture (e.g., David Piekoff Day, Deaf Awareness Week).

SUGGESTED ASSESSMENT STRATEGIES

At this level, students demonstrate a growing awareness and understanding of the traditions and culture of the Deaf community. Assessment focusses on their abilities to demonstrate accepting attitudes toward Deaf culture and to indicate a growing appreciation for Deaf individuals' contributions to Canada.

- As students participate in activities and discussions about culture, observe and note the extent to which they:
 - show interest in cultures other than their own
 - are aware of the Deaf community in their area and other parts of Canada
 - recognize iconic signs, gestures, and names from ASL (e.g., place names, sports and entertainment figures)
- After a presentation by a member of the Deaf community, encourage students to reflect on the experience by responding to prompts such as the following in their journals:
 - Something that surprised me was _____ .
 - Something that interested me was _____ .
 - Something I'd like to find more information about is _____ .

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- participate in short conversations
- communicate information about activities and interests
- ask for information and permission
- participate in familiar activities (real or simulated) using simple ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students begin to engage in more complex interactions that build on familiar topics and frequently used expressions.

- Have students in pairs role-play making plans for the weekend with a friend. They should include activities that both partners like to do, referring to places, times, and people and including any new expressions or ideas used in class.
- Guide students to produce a video for an exchange class. Provide them with a frame for signing information (e.g., asking respondents for information). Encourage them to use questions they've practised.
- Ask students to prepare and rehearse questions for a class survey related to themes such as "family," "school," and "preferences." Students can then circulate through the class, asking questions to fill out questionnaires. Results could be graphed for comparison with other classes learning ASL, included in a class video news project, or exchanged with a video pal class.
- Have students plan holiday weekends and role-play visits to a travel agent to ask for information in ASL. Role plays should include explaining their budgets and what they would like to see and do. Students should adjust their conversations to focus on familiar and practised expressions and vocabulary. They might use prompt notes for assistance if necessary.
- Ask students to work in groups to prepare, rehearse, and practise questions to ask a Deaf person visiting the classroom. Students should ask familiar questions, share school or family information, and use props or prompt cards to aid recall and maintain communication.
- Have students explain in ASL how to do a task in the present, in the past, and in the future.

SUGGESTED ASSESSMENT STRATEGIES

Grade 8 students develop greater skills with the language and are able to apply an increasing range of memorized vocabulary and sentence patterns. Assessment focusses on meaning—the extent to which students are able to share ideas and information.

- When students produce a video for an exchange class, assess the videos before they are mailed. Criteria might include:
 - contains complete ideas that convey relevant information
 - uses questions practised in class
 - shows evidence of self-correction
 - errors do not interfere seriously with the message
- When students prepare and complete class surveys, include both self- and teacher assessment. Challenge students to use only ASL while asking questions and to keep track of how many times they use English. Have a class discussion in which students describe how they managed with their interactions.
- Have students practise and present role plays welcoming a Deaf newcomer to their school or homes. Provide them with criteria they can use for self- and peer assessment. Criteria might include:
 - uses a variety of questions
 - exchanges pertinent information
 - is comprehensible
 - uses effective strategies for repairing and supporting communication (e.g., repeats more slowly, uses gesture and modulation, attempts to self-correct)
 - follows a plan or outline (which may be collected as part of the assignment)
- When assessing individual or group presentations, focus on the communication of messages. Before students prepare presentations, provide them with a few key criteria such as:
 - message is understandable
 - message is appropriate and relevant for the task
 - uses common patterns and vocabulary practised in class
 - takes risks to include interesting information or language
 - shows understanding of ASL verb tense

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum



Games/Manipulatives

- Signed Finger Alphabet Cards (Set of 26)

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract and, to some extent, process specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are generally interested in acquiring information or investigating things when they have a meaningful purpose. Where available, select interesting, age-appropriate ASL electronic, print, and video resources, and keep tasks fairly simple. The format and context of the information should be familiar and should be related to such topics as school and community activities.

- Invite students to view a sports program and identify key information such as scores, star players, and league standings.
- Show students an ASL video on a topic of interest. Ask students to develop presentations on the video.
- Have students work with partners to create fashion magazines by drawing or cutting out pictures of clothing, labelling with sign pictures, and describing the items.
- Ask students to search the Internet for information on Deaf culture or ASL. Then have them assess the information, asking questions such as: What information could be added to the Internet that would assist peoples' understanding of Deaf culture or ASL? As an extension, students might create a web site about Deaf culture and ASL.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students acquire and use information to complete realistic communication tasks. They continue to use visual representations to support and extend meaning.

- Observe and note evidence of the following qualities as students work with age-appropriate resources in ASL:
 - confidence—approaches tasks with a positive attitude
 - resourcefulness—tries a variety of approaches, skills, and strategies to solve problems
 - perseverance—does not become frustrated; continues in the face of difficulty
 - risk-taking—is willing to attempt new and unfamiliar tasks or approaches
 - commitment—takes pride in completing assigned or self-selected work
 - self-monitoring—checks on own progress and makes adjustments as needed
- To assess students' expressive skills, use criteria such as:
 - offers complete, detailed information
 - uses information that is accurate and appropriate
 - attempts to appeal to an audience
 - incorporates useful vocabulary, phrases, and patterns
 - models aspects of ASL from videos or interactions
- Have students keep journals or portfolios in which they set personal goals for acquiring or extending specific language skills. Have them chart their progress regularly, making comparisons to previous performance. In their journals, students should also document new signs, phrases, or patterns (organized into themes, categories, contexts, and so on) and effective strategies they have used.

RECOMMENDED LEARNING RESOURCES



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view and, to some extent, understand signs in creative works with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers can encourage students to enjoy ASL more fully by providing opportunities for them to experience creative works in different forms, such as videotaped stories and cartoons, and from various sources, such as CD-ROMs and the Internet.

- Have students view a videotaped ASL story or movie. Then challenge them to create CD-ROM covers or video cases to promote it.
- Show a short ASL video clip. Ask students in groups to watch for signs they recognize, try to identify characters in the story, and infer the action. After groups pool their findings, replay the clip so that students can see the actions, confirm predictions, and clarify meaning.
- As a class, examine a variety of cartoons or comic strips. Ask students to use these as models for making cartoons that express Deaf experiences.
- Share a Deaf legend or myth with the class, providing supporting visual materials to aid comprehension. Have students work in small groups to first decide how to present the main ideas of the story and then to share their representations with the class.

SUGGESTED ASSESSMENT STRATEGIES

Students can demonstrate their responses to works by and about Deaf individuals by developing or creating works of their own. Assessment focusses on the variety of ways students respond and on the expression of their personal reactions to creative works.

- To assess personal responses to creative works, ask students to create posters, collages, or magazine covers, each representing three to five well-known Deaf artists (e.g., actors, writers, visual artists). Have them include captions that reflect their personal responses to each celebrity. Look for evidence that students are:
 - open and willing to engage in the task
 - committed to their work
 - able to formulate personal responses using ASL
 - willing to take risks in their choices of celebrities or in their responses
- When students work on tasks in groups, ask each group to agree on three or four criteria they will use for self- and peer assessment. For example, students might focus on qualities such as participation, openness to new or different ideas, creativity, or attention to detail. They could keep these assessments in journals, portfolios, or learning logs.
- Have students keep sections in their notebooks or journals for responding to creative works. They might keep logs in which they record and comment on each creative work experienced. Alternatively, they might write summary reviews or reflections looking back over the works they have encountered during a term or semester and identify those that have had the greatest impact on them. They may also want to describe ways in which their responses or ideas have changed.

RECOMMENDED LEARNING RESOURCES



Video

- The Father, the Son, and the Donkey
- King Midas
- The Magic Pot
- Sleeping Beauty



Multimedia

- Bravo ASL! Curriculum
- The Emperor's New Clothes & Hans Clodhopper

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe their school and community traditions
- examine the use of ASL in a variety of settings, including sports, school, and community
- identify appropriate terms that define the Deaf community

SUGGESTED INSTRUCTIONAL STRATEGIES

As students explore the customs and traditions of Deaf individuals, they increase their understanding of both Deaf culture and their own cultures.

- As a class, brainstorm a list of school traditions (e.g., dances, fine arts productions, special days, graduation ceremonies, rules, sports tournaments). Ask students to compare these to their parents' school traditions by formulating key questions about three of the traditions, interviewing their parents, and reporting their findings to the class in ASL.
- Invite students to bring objects to class that are representative of their elementary school years (e.g., Sports Day ribbons, fine arts projects, photos). Have them discuss, in small groups, why each object was important. Encourage students to share some information about their objects in ASL.
- Present a video sequence illustrating aspects of a Deaf person's life (e.g., social interaction, housing, shops, school, work). Ask students to identify three or four aspects that strike them as interesting. Encourage them to consider how these situations might be reflected in their own lives.
- Have students plan itineraries for trips that would give them opportunities to use ASL. Ask them to use visual aids and some ASL vocabulary to present and display their plans.
- Present and explain reasons why the Deaf community uses *Deaf*, *deaf*, and *hard of hearing* as opposed to other terms.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment focusses on students' abilities to recognize Deaf customs and traditions and to identify similarities with those of their own cultures.

- Ask students to use Venn diagrams as graphic organizers to compare their school traditions with those of their parents. Have students each list two conclusions or key observations from their interviews with their parents. Look for evidence that they are aware of the role of traditions and customs in their lives and are able to identify similarities and differences between these customs and those of their parents.
- Ask students to present reports on aspects of a Deaf person's life. Have each student in the audience record information on a web, using images to represent the various interesting aspects. Assess the webs in terms of:
 - completeness and accuracy of information
 - clarity of representation
- After students have watched a video sequence illustrating aspects of a Deaf person's life, look for evidence that they:
 - notice cultural elements
 - are interested in and curious about cultural differences
- As students learn about various terms that are used to define the Deaf community, look for evidence that they understand why using inappropriate terms reflects cultural discrimination.

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Book of Name Signs: Naming in American Sign Language



Multimedia

- Bravo ASL! Curriculum

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate opinions and preferences, giving reasons
- describe and exchange information related to activities, people, and things
- ask for assistance and detailed information, including directions and prices
- communicate in ASL while participating in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, the focus of learning is on students' abilities to use ASL as a tool for communicating about topics of personal interest such as themselves, their friends, and favourite activities. To experience success in using ASL, students must have many opportunities to practise and develop the necessary vocabulary and structures in a variety of stimulating contexts and groupings (individually, in pairs, and in small and large groups).

- Ask students to work in pairs to role-play a customer visiting a travel agent to plan a vacation. Their ASL conversations should include discussions of who is travelling, where, when, and how, as well as destinations, dates, and prices.
- Have students in pairs use ASL to exchange information on their preferences in movies, TV shows, sports, books, and clothing.
- Invite students in small groups to use ASL to share ideas for fun things to do on a Saturday afternoon. Encourage students to give opinions and reasons.
- Ask each student to interview a partner in ASL to find out about that person's family and friends; favourite activities, food, and music; and most-prized possession. Students should use this information to create visual bio sheets about their partners and then make presentations in which they describe their partners to the class in ASL.
- Ask students to work in small groups to prepare menus for a real or imaginary Multicultural Food Fair. At the fair, invite students to circulate from centre to centre, using ASL to order dishes and inquire about prices, ingredients, and quality.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' abilities to identify known phrases and expressions in new contexts, use simple patterns to communicate basic information, and identify loan signs.

- As students interact with one another, note the extent to which they:
 - use ASL to gain or offer necessary information
 - sustain their ASL interactions beyond the first question or response
 - interact with some fluency and spontaneity
 - focus on key information (e.g., identifying patterns of preference in the class)
 - tolerate ambiguity when unable to understand
 - use ASL to clarify meaning
 - work toward appropriate non-manual signals
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals. For example, start each class by having students note daily goals for:
 - number of times they will sign
 - number of people they will sign to
 - two or three key words or structures they will practise and use at least five times

At the end of each class, students could review their goals and record the extent of their success. Collect, review, and comment on these goals and records from time to time.

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- extract and process information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information through expressive language

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are generally interested in acquiring information when they have a meaningful purpose. Select age-appropriate materials such as Deaf youth magazines, videos, and Internet sites. Ask students to gather information needed to complete simple tasks.

- Invite students to read several letters from Deaf youth magazines, noting the topics discussed, opinions given, and expressions used. Then arrange for each student to receive a video from a video pal. Ask students to respond to their video pals by signing their own videos.
- Ask students to use information on departures and arrivals (available via the Internet or other sources) to plan trips to another country where ASL is used. Then have them use ASL to role-play buying tickets, leaving their families, and arriving in new cities where they must ask for information related to accommodation, restaurants, and things to do and see.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment focusses on how students use their strategies to deal with ASL materials and how they communicate the information they acquire.

- After students have videotaped replies to video pals, look for evidence that they:
 - refer to information in the videos and respond accordingly
 - use appropriate ASL conventions
 - request information using common structures and vocabulary
 - include relevant, meaningful information
- Assess students' abilities to extract key information when observing interactions in ASL. Note to what extent students:
 - respond appropriately and accurately to instructions and directions
 - identify the gist of the dialogue and respond appropriately
 - answer direct questions with appropriate answers
 - summarize key points and sequences of events from stories they view, using a combination of pictures and signs
- When students collect information from ASL materials and represent it visually, look for evidence of the extent to which they:
 - identify key topics
 - recognize the purpose or point of view (where appropriate)
 - include relevant and accurate details
- Prompt students to reflect on and assess the strategies they are developing by posing questions such as:
 - What strategies or approaches did you find helpful that you also use to get information from materials in English or other languages?
 - What did you have to do differently when you used ASL resources?
 - What signs, phrases, or patterns did you discover that you want to remember? (Students could record these in their video journals or word banks.)
- Have students keep notebooks or portfolios in which they set personal goals for acquiring or extending specific language skills. Have them chart their progress regularly, making comparisons to previous performance and to their goals.

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view creative works and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

The range of creative works that students can experience will increase greatly when they are given structured assignments to monitor their viewing outside of class. In addition, an up-to-date collection of videos and CD-ROMs will encourage and sustain students' interest in creative works.

- Ask each student to select and practise signing an ASL poem and then present it to the class. Students might also create a collage that represents the poem's main ideas as well as their own reactions to the poem.
- Have students view simple Deaf myths, legends, and folklore and present them however they choose (e.g., skits, puppet plays, dance).

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to experience and respond to an increasing range of creative works. Students' choices, responses, and presentations of creative works to the class show their developing appreciation for how people express themselves creatively.

- When students present creative works they have chosen, look for evidence that they are:
 - willing to go to some effort to consider works or experiences not presented in class
 - making connections between other experiences and their responses to the work they are presenting
 - able to present reasons and details to support their views or preferences
 - willing to take risks to use new vocabulary, structures, or formats
 - interested in the works presented by other students (e.g., watching attentively, asking questions)
- When students sign poems, observe and note the extent to which they:
 - are open and willing to engage in the task
 - demonstrate comprehension
 - use ASL vocabulary creatively
 - are willing to share and explain their poems to the class
- Have students watch and discuss a variety of sign music videos and complete ongoing logs. Ask them each to write a short paragraph on "my favourite video" that includes a description of the video and reasons for liking it. Criteria for assessing the paragraphs might include:
 - identifies key topic or theme
 - offers reasons to justify preference
 - takes risks (e.g., attempts to include interesting details)
 - conveys meaning understandably

RECOMMENDED LEARNING RESOURCES



Video

- The Father, the Son, and the Donkey
- King Midas
- The Magic Pot

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe how characteristics of Deaf culture relate to ASL
- identify ways in which sign languages from other countries and ASL have influenced one another

SUGGESTED INSTRUCTIONAL STRATEGIES

Knowledge of Deaf culture and society provides students with the information they need to communicate cross-culturally. Students should be encouraged to explore Deaf culture and apply this knowledge to enhance their use of ASL in different contexts and situations.

- Have the class brainstorm suggestions as to why sports and recreational activities might be important to the Deaf community (e.g., social cohesion, communication, empowerment, and pride). Then invite a member of the Deaf community to speak to the class about this issue.
- Show a series of slides or video excerpts that reflect everyday life of Deaf individuals (e.g., TTY use, captioned television, auxiliary aids). Have students note similarities to and differences from their own lives.
- Present students with a variety of colloquial signs that are used across North America. Discuss the similarities and differences among regional signs that share similar meaning.
- Show students a video of two people interacting. Ask students to work in groups to emulate their conversational behaviour (e.g., turn-taking, eye contact, attention getting) and to explain how and why the situation and the relationship between the participants influences communicative interactions. The group findings could then be presented to the class.
- Encourage students to maintain ongoing lists of pictorial representations of signs used in ASL that have been borrowed from other sign languages. Discuss possible reasons for each of these words being used rather than the ASL sign. As an extension, challenge students to identify ASL signs used in other sign languages.

SUGGESTED ASSESSMENT STRATEGIES

As students interact with others and participate in activities that help them acquire information and knowledge, look for evidence that they recognize similarities between Deaf culture and other cultures and that they are sensitive to the concepts and language associated with unique characteristics of Deaf culture and society.

- When assessing students' conversational behaviour, note the extent to which they:
 - turn-take appropriately
 - use appropriate attention-getting behaviours (e.g., hand waving, shoulder tapping, foot stomping)
 - demonstrate eye contact
 - actively attend, through appropriate facial expression, to what others sign
 - understand the need for particular rules of behaviour
- Ask students to compare the experiences of Deaf and hearing people in sports and recreational activities. Look for evidence that they are aware of the ways in which such activities are important to Deaf and hearing cultures.
- As students add to their list of loan signs, discuss the possible reasons for incorporation of these signs into ASL. Students can then create ASL stories that use at least five loan signs in one story.
- Ask students to compose short stories or anecdotes using as many words as possible from their list of borrowed ASL signs. Have them present their pieces to partners or small groups to assess the appropriateness of their usage. Look for evidence that they:
 - are able to recognize ASL signs used in another language
 - are interested in relationships between languages
 - make an effort to use the words appropriately

RECOMMENDED LEARNING RESOURCES



[Print Materials](#)

- [The Book of Name Signs: Naming in American Sign Language](#)

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate needs, desires, and emotions
- describe events and experiences in logical order
- explain how to do an everyday activity or procedure
- communicate in ASL while participating in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students display growing abilities to take risks, and they develop a range of language-learning strategies to assist comprehension and expression. Emphasis remains on the practical and everyday uses of language, with a move toward getting students to describe in ASL more of what they do inside and outside the classroom.

- Establish a pattern of having students form pairs at the beginning of each week to discuss with each other what activities they took part in during the weekend. Conversations should include when, where, and with whom they did the activities.
- Invite students to use ASL to tell class members, either live or recorded on videotape, about films they have seen recently and enjoyed. Information should include names of leading actors, genres of the films, quality of performances, emotions evoked, settings, and brief plot summaries. After watching descriptions, students can give reasons for their personal choices of one or two films they would like to see.
- Have students work in groups to organize a class flea market, real or simulated. Challenge purchasers and vendors to express their needs and desires in ASL as they make their transactions.
- Have students conduct demonstrations for the class of how to prepare their favourite healthy snacks. Each demonstration should include a signed step-by-step description of the recipe, with visual aids.
- Ask students to bring items from home and role-play returning the items to the stores where they were purchased. Role plays should include giving reasons as to why the item was not appropriate (e.g., wrong size, wrong colour).

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are increasingly able to use vocabulary and structures they have memorized in new or spontaneous situations. The focus of assessment continues to be on the extent to which messages are meaningful and understandable. Students work toward accuracy, knowing that they will be supported when they take risks and use newly acquired language. Errors still provide important information and are essential to students' language development.

- When students are engaged in activities in which they exchange information with partners, use a checklist to assess the interactions. For example, note to what extent students:
 - describe in some detail the information their partners provided
 - actively engage in the interactions, using ASL to obtain the required information
 - sustain interactions, taking risks to extend their language boundaries
 - describe their activities in sequence, linking statements in the past, present, and future
- When students are presenting live or videotaped film reviews, assess their abilities to communicate information. Criteria might include the extent to which the:
 - message is clear
 - information is complete and relevant
 - language is appropriate to the task (e.g., use of past tense, sequencing words)
- Provide frequent opportunities for students to reflect on what they have learned and to set personal goals related to language skills they are working on. For example, at the beginning of each class, have students write two goals or intentions for that week (e.g., I want to learn new vocabulary or structures to communicate about soccer). At the end of the week, students can note the extent of their success. Important insights into students' attitudes and their development can be gained by reviewing and commenting on their goals and records at regular intervals.

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- process and adapt information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information in ways that demonstrate an increased ability to express and respond in ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are able to use many strategies that allow them to identify key information in authentic materials. The tasks students perform may include research projects on topics such as “finding employment” or “dealing with environmental issues.”

- Provide students with documents prepared for beginning drivers and ask them to identify key information. Then have them engage in ASL role plays in which they explain to friends how to get a driver’s licence.
- Ask students to brainstorm careers in which a knowledge of ASL may be beneficial. Each student can then research and present one career, giving reasons why ASL would be important in that occupation. Extend by inviting a guest speaker for whom ASL is a second language to describe her or his profession and to explain the value of learning ASL.
- Ask students to collect information related to local career opportunities within the Deaf community for which a knowledge of ASL is required. In groups, have students categorize and analyse the information.
- Provide students with a local map. Have them sign the directions to a destination. Each student could use the map to plan a journey, then sign the route, times, and itinerary.
- Have students watch an ASL video on a health-related issue (e.g., eating habits). Students could respond to the video through role-playing, discussion, or presentations.
- Have students each choose an article from a Deaf youth magazine and generate four questions about the most interesting facts. Then ask them to exchange their articles with partners. Students can ask their questions after partners have had an opportunity to read the articles.

SUGGESTED ASSESSMENT STRATEGIES

Assessment considers both the processes students use—the skills, strategies, and approaches they employ to acquire information from resources—and the products or activities that demonstrate their degrees of success. Self-assessment plays an important role in supporting skill development.

- Have students work in pairs to develop role plays that demonstrate their abilities to acquire information from Deaf speakers and ASL videos. For example, they might plan activities based on information about careers or simulate job interviews or planning vacations. Rate each aspect of their performances on a five-point scale. Students could assess their own performances and provide feedback to their peers using the same scale. For example, check whether partners:
 - include accurate and relevant information
 - communicate clearly
 - make direct reference to details provided in the original source
 - use appropriate signs, phrases, patterns, and structures
 - sustain interaction and support each other with questions, prompts, and body language
- Assess videotaped assignments using criteria similar to those used for individual or class presentations. For example, check that:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is effectively organized and easy to follow
- Have students keep viewing logs or video diaries to prompt self-assessment and reflection. Look for evidence that students:
 - complete an entry for each week
 - set personal language goals and monitor their progress
 - record their understanding of each viewing
 - show evidence of using appropriate language-learning strategies

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view creative works and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students should be given opportunities to experience a range of creative works depicting the Deaf experience and should be encouraged to seek examples from outside the class. When they are encouraged to make personal choices and respond creatively in a variety of ways, students become more engaged in their learning.

- Over three or four lessons, have students watch a video and engage in accompanying tasks such as creating posters, press releases, or brochures to publicize the film. Information should include plot summaries and details about show times and locations. Students could use these materials in ASL role plays about going to see the film.
- Have students view a selection of children's stories presented in ASL and then complete one of the following projects:
 - create a pattern book for young children
 - illustrate a story to clarify the meaning
 - role-play a story
 - retell a story
 - retell a story with one element changed (e.g., the setting, a character)
 - record a story on videotape
- Present several visual arts images created by Deaf individuals. Ask the class to discuss the significance of the works and to consider their appeal, style, and the feelings they evoke.
- Provide a variety of poems written by Deaf poets. After students have had an opportunity to read the poems, have them select one or two and prepare personal responses depicting how they interpret the poems and how they relate to their own experiences.

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with language, they are able to engage in a wider range of response activities. Teachers can collect assessment information by observing students using ASL in various types of presentations. The choices students make when selecting creative works also reveal their responses to works.

- During role plays created in response to videos, assess student work for:
 - clear expression of personal preferences
 - ability to focus presentation on key themes of the movie
 - accuracy in expression
- Have students respond to two or three prompts such as the following to reflect on and self-assess their responses to creative works:
 - I enjoy watching ASL stories when _____ .
 - An ASL poem, story, or song that stands out in my mind is _____ , because _____ .
 - My responses to ASL materials are different when _____ .
 - A style of story or video that I enjoy in both languages is _____ , because _____ .
 - I could probably increase my enjoyment of ASL stories, poetry, and videos if I _____ .

This could be done independently or in groups.
- After students have prepared personal responses to poetry, have them present their responses to the rest of the class. Use observation checklists and peer and self-assessment to note the extent to which the student's response:
 - conveys the central theme or idea of the poem
 - presents a personal interpretation
 - makes connections to other experiences or works
 - focusses on some subtle or abstract features of Deaf culture and creative works
 - attempts to engage viewers and extend their understanding of the poem

RECOMMENDED LEARNING RESOURCES



Video

- The Father, the Son, and the Donkey
- King Midas
- The Magic Pot

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate understanding of the contributions of the Deaf community to Canada
- identify metaphors, puns, and figurative expressions in ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students internalize the meanings of signs and expressions and begin to understand the way language works and how culture determines how language is used. Activities focus on students' abilities to indicate a growing appreciation of the contributions of Deaf individuals to Canada.

- With the class, brainstorm a list of famous Deaf people in science, technology, philosophy, and the fine arts. Ask each student to select one area to research and then present her or his findings to the class.
- Examine several versions of a myth or fairy tale as it exists in Deaf and other cultures. Then invite students in groups to select scenes to act out in ASL. Have students identify similarities and differences in plot, theme, moral, and other elements in various versions of the story.
- Show a video or film set in a school for Deaf children. Ask students to identify elements other than language that suggest the film's setting. Students might consider how events and scenes would look if the story took place in their school.
- Encourage students to observe and explore ASL expressions that are used to exaggerate meaning or as metaphors or puns. Then have students work in groups to choose three or four expressions and create short role plays using the expressions.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' growing awareness of Deaf culture and society. Students demonstrate an appreciation of Deaf society and a willingness to learn more about it and how it relates to their own and other cultures.

- When students give presentations on famous Deaf people, criteria for assessment could include:
 - information is complete
 - verb tenses support communication and show some refinement
 - presentation is clear, and non-manual signals support meaning
 - description and narration of events is comprehensible
 - an increasing amount of detail is provided
 - presentation shows evidence of preparation (e.g., student signs confidently with minimal support)
- As students dramatize a fairy tale, consider the extent to which they:
 - make changes appropriate to the new Deaf context
 - demonstrate interest or engagement in ASL elements
 - show creativity and risk-taking in their revisions
 - use metaphors, puns, and figurative expressions

RECOMMENDED LEARNING RESOURCES



[Print Materials](#)

- The Book of Name Signs: Naming in American Sign Language

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange opinions on topics of interest
- describe or narrate, with some supporting detail, an event, situation, or experience
- discuss plans related to common activities
- interact in ASL with growing confidence in familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

Students need frequent opportunities to describe events they participate in or witness. As they support one another, students should be encouraged to take risks with the language. Communicating meaning and applying ASL in practical, everyday uses remains the focus of this organizer.

- Hold brief, weekly discussions to give students practice in developing their communicative skills. Topics might include “past celebrations,” “news items” (international, national, local), “an unforgettable moment,” and “the best gift ever received.” Students could also enter their ideas or thoughts about the topics in a video diary, giving them an opportunity to clarify their thinking and refine their communication.
- Challenge students to explore various examples of people whose lives have been changed in some dramatic way. Encourage them to think of their own life-changing experiences and to prepare presentations for the class. In the presentations, students should describe what they were like before these experiences and how they have changed as a result.
- Ask students to form small groups and brainstorm reasons why adolescents smoke and to identify why smoking is harmful. After the group discussion, have students complete questionnaires on personal smoking habits. Then, as a class, identify the three most common reasons for smoking. In pairs, students could share opinions and reasons for prohibiting smoking in various public places and then present their ideas to the whole class.
- Provide opportunities for students to role-play a variety of common situations, giving time for preparation but not requiring a memorized script. Situations might include:
 - purchasing a second-hand car
 - renting a captioned movie
 - planning a date
 - applying for a driver’s licence

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment increasingly focusses on the effectiveness with which students are able to apply the patterns and phrases they have learned to exchange ideas and information. Peer assessment and videotaped assignments are an important part of students' oral practice.

- After each student makes a presentation on life-changing experiences, have classmates pose questions to the presenter to clarify or expand on details. Students could also be required to ask a minimum number of questions in the course of the presentations. Questions can be assessed for the extent to which they:
 - are understandable
 - are relevant to the presentation
 - ask for information or clarification not already provided
- At regular intervals, ask each student to choose a video journal entry to refine for submission. Assess students' signing ability for evidence that:
 - meaning is clear
 - supporting detail, reasons, or examples are included
 - a variety of vocabulary and phrases are used
 - time sequence is clear, with appropriate use of transitions
- Present various common situations for role plays and outline task requirements (e.g., length of role plays, special requirements for language or content, use of props). After students in pairs have had time to practise the situations, ask each pair to draw a card describing one situation. After a few minutes of preparation, students then present the role plays and are assessed by teacher and peers using criteria such as:
 - language is understandable
 - statements are logical and related to the topic or problem
 - signing is reasonably fluid
 - interaction is sustained
 - conveys spontaneity
 - effective strategies are used to clarify meaning as needed

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research and use relevant information from a variety of age-appropriate ASL resources in order to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, many students are able to research specific topics and apply their growing ASL language skills to use the information they collect for a specific purpose. Resources and tasks should be interesting and relevant to students of this age group. This will encourage them to interact in ASL with greater confidence.

- Have students use a variety of ASL health and fitness videos as references. Then ask each student to choose one area of her or his lifestyle to improve. Ask students to create Self-Improvement Plans and to monitor progress for one month in a video format. Entries should be signed at least twice a week and should make direct reference to the plan each student has developed, noting steps taken or not taken. At the end of the month, students may present their plans to the class, with summaries of the results. Results could also be presented in graphic or other non-verbal form.
- Ask students to create videos about topics from other course areas. Provide an opportunity for them to present their videos in a film festival for other ASL classes.
- Encourage students to find out about employment opportunities locally, provincially, and across North America by interviewing employees of companies in which ASL is used. This could be done individually or as a group project.

SUGGESTED ASSESSMENT STRATEGIES

Students need a variety of opportunities to practise their language skills and apply them in acquiring information to complete relevant tasks. Assessment should focus on both the skills and strategies they have developed and the degree of success they demonstrate in assigned tasks. Discussions about assessment criteria for various activities can help focus students' learning and enhance their performance.

- Use the following criteria to assess students' presentations:
 - information is clear
 - information is relevant and accurate
 - assignment includes details, reasons, and examples to support key points
 - language is appropriate and understandable
 - information is organized in a way that makes it easy to follow (e.g., transitions and tenses are used effectively)
- When students create Self-Improvement Plans, assess by considering the extent to which they have:
 - developed coherent plans based on resources used in class
 - communicated information related to personal health and lifestyle
 - documented progress daily in journals
 - summarized results (what worked and what did not work), giving reasons and conclusions
 - included self-assessment
- For group projects, individuals or pairs might be responsible for preparing specific components. When assessing each component, look for evidence that students have:
 - acquired accurate and relevant information
 - communicated their information clearly
 - suggested solutions to problems
 - suggested actions to be taken
 - presented their information or views in a way that appealed to their audience
 - used a range of useful vocabulary, phrases, and structures
 - taken risks to include complex information or unfamiliar language

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view creative works and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, most students will be able to experience a range of creative works. Student interest in activities increases when they can make personal choices and are encouraged to respond creatively in a variety of forms. When viewing creative works, students may require considerable teacher support in order to appreciate, enjoy, and respond to them in personal ways.

- Provide opportunities for students to view photos, slides, or video clips of people, places, or items important to Deaf culture and Deaf heritage. Then have them research and make presentations to the class about why these items are important.
- Discuss with students several paintings by Deaf artists and ask them to consider appeal, feeling, and style. Then have each student make a presentation to the class in ASL on his or her personal reaction to a painting or sketch by a Deaf or hearing artist. Encourage classmates to respond.
- Present a folk tale, legend, fairy tale, or modern story, but do not provide the ending. Challenge students to present possible endings.
- Provide an opportunity for students to view ASL poetry and to respond to it in personal ways. Then challenge students to create their own ASL poems in a similar style. Students might want to use pictures or English vocabulary to record their ASL poems for the purposes of study and review.
- Have students conduct a real or simulated interview in ASL with a Deaf artist about a specific work. Interview questions should focus on the importance of the work of art, why the artist created it, the meaning it has to the artist, and why the work is culturally significant.

SUGGESTED ASSESSMENT STRATEGIES

As students develop an increasing knowledge of ASL phrases, expressions, and patterns, they are able to respond in sign and in visual representations.

Assessment can focus on students' awareness of and engagement with works created by Deaf artists.

- When students make presentations such as an interview with an artist, observe and note the extent to which they:
 - express and support a consistent point of view
 - express their individuality through their responses
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others
- Work with students to develop criteria for their visual arts presentations. The criteria could be in the form of a checklist or rating scale that might include:
 - conveys the visual image clearly
 - describes the mood and personal response, giving reasons or supporting details
 - responds appropriately to questions and comments from others
- Have students periodically review their responses to creative works by answering questions such as:
 - Which of the creative works you have viewed this year or term stands out in your mind?
 - Which activities do you find most interesting: reading, viewing, or creating your response?
 - How does your perspective or understanding of a work change as you study it? Does the way you study a work influence your opinion?
 - How are your responses or preferences similar when you consider Deaf artists' creative works and when you consider works from other cultural contexts or in other languages? How are your responses different?

RECOMMENDED LEARNING RESOURCES



Video

- Bird Of A Different Feather & For A Decent Living

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- describe the role of technology as it relates to the Deaf community
- assess the relationship between Deaf culture and ASL
- show an awareness of and use some ASL puns, metaphors, and figurative expressions

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students' knowledge of ASL increases, as do their abilities to make observations about their own cultures. Their knowledge of Deaf culture and its effects on language use begins to enhance their abilities to communicate.

- Have each student compare his or her lifestyle with that of a grandparent and a parent (or other cross-generational relations), including a focus on the effects of technology on lifestyle. Then ask students to project their conclusions into the future and predict how their children might function in tomorrow's society. Encourage students to consider how technological advances have affected Deaf individuals and the Deaf community.
- Encourage students to keep lists of conversational behaviour and expressions encountered during the course. Students could work with these by:
 - categorizing them into meaningful groups
 - matching a place, context, or scenario with each expression
 - matching symbols or cartoons to expressions to aid recall
 - attempting to use figurative expressions whenever appropriate
- Have students analyse at least one ASL performance by a Deaf presenter or performer and share their observations with the class.
- Initiate a class discussion on the range of values, attitudes, and world views of people within the Deaf community. The discussion should focus on possible reasons why these systems of belief exist. Then invite members of the Deaf community to participate in a panel discussion on topics of current importance (e.g., the use of cochlear implants, the integration of Deaf students into the regular classroom). Students should be prepared to ask questions of panel members. (e.g., Why do you believe this is important? What are the legal implications?)

SUGGESTED ASSESSMENT STRATEGIES

Most of the learning outcomes at this level focus on analysis of knowledge about ASL conventions, language, and culture. Students demonstrate their knowledge as they engage in a variety of communication activities, including role plays, discussions, and presentations.

- As students learn about Deaf culture and expressions, observe and note evidence that they are:
 - aware of key elements of Deaf culture and behaviour
 - sensitive to some of the more subtle or complex elements or patterns in Deaf culture and behaviour
 - supportive of their classmates' work
 - interested in the meanings of symbols other students have used
 - respectful of differences among their classmates
- When students analyse ASL presentations by Deaf presenters or performers, consider the extent to which they:
 - identify stylistic features that are unique to the culture
 - identify content that reflects the culture
 - identify similarities between the materials and those from other cultures
 - describe differences between the materials and those from other cultures
 - show interest in and respect for cultural aspects of the materials
- When members of the Deaf community participate in a panel discussion and students ask questions of the panel members, focus on the clarity of their messages and their use of appropriate language; appropriate expressions of greeting, thanks, and closing; and figurative expressions.

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Book of Name Signs: Naming in American Sign Language



Video

- Bird Of A Different Feather & For A Decent Living

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- exchange ideas and thoughts about areas of personal interest
- give reasons and information to support points of view on various issues
- express long- and short-term plans, goals, and intentions
- interact in ASL effectively and spontaneously in situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students engage in increasingly complex and spontaneous interactions based on common situations. Communication and risk-taking continue to be important. Students use acquired sentence patterns to communicate in longer and more complex compositions.

- Have students prepare ASL answers to questions regarding their life experiences. (e.g., Who in your family has influenced you the most?) For this example, information could include:
 - the person's name and which side of the family the person is from
 - details about the person's influence on the student
 - how the student has changed as a resultThen, using these information sheets as references, have students interview each other in pairs and present their partners to the class.
- Ask students to brainstorm issues or current events that interest them. Encourage them to participate regularly in discussions or informal debates on these issues, giving reasons and information to support their points of view.
- After a general class discussion on the existing rules of the school, have students work in small groups to give their reasons for wanting to change one or more rules. Have each group present its suggestions for class consideration. As a class, reach a consensus, through discussion, on two or three rules to be changed. A class representative could then present the class decision to the student council, the school administration, and the school board.
- Have students role-play conversations with their parents in which they discuss their plans for after graduation. Encourage students to give reasoned arguments for their choices.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to engage in increasingly complex and spontaneous interactions in which they demonstrate their facility with ASL and their use of communication strategies. While conveying a message continues to be the most important feature, assessment of presentations should consider how errors detract from the effectiveness of the communications.

- When students present information to the class, criteria could include their abilities to:
 - sign from notes rather than prepared text
 - make information comprehensible
 - summarize key points and include relevant details
 - use appropriate vocabulary and structures
 - organize information and time sequences clearly (use transitions and tenses effectively)
- When students engage in a discussion about school rules, assess students' participation and effectiveness by looking for evidence of the extent to which they:
 - take positions and make their views clear
 - give reasons to support their arguments
 - listen actively and attempt to respond to or build on others' ideas
 - participate in the discussion with some degree of spontaneity and engagement
- When students in pairs are interviewing each other or practising role-playing situations, arrange for each pair to be observed by at least two other students, who look for evidence that:
 - interactions are taking place in ASL
 - students are conveying appropriate, relevant information
 - a variety of strategies are being used to negotiate meaning and sustain the interactions (e.g., rephrasing, questioning, repeating key words and phrases)
- Encourage students to note and monitor two or three short-term goals in their journals or video diaries. Ask them to write about their progress from time to time.

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- research, analyse, and use relevant information from several sources on a chosen topic to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are expected to engage in meaningful tasks, using a wide range of resources to acquire the information they need for activities.

- Invite students to interview a number of ASL users to find information about career opportunities. Ask each student to choose and investigate a profession or trade and prepare a presentation for a Career Fair. Guest speakers who are fluent in ASL could also be invited to the class. As students visit the career displays, they can record information about careers that interest them and why. For example, they might complete summaries with the headings Job Description, Required Education, Employment Opportunities, and Salary.
- Ask students to research and analyse information relevant to a chosen topic for debate (e.g., raising the driving age to 18). Sources might include accident statistics, RCMP publications, magazine articles, and articles from the Internet. Students can then use this information to hold a class debate in which each student supports an assigned position, attempts to convince others, and finally votes according to arguments given.
- Have students research and create a video documenting the lives of favourite Deaf personalities. Then have them set goals and timelines for their own lives and careers, making reference to any influence from the person they researched.
- Challenge students to research community or business organizations that offer services to the Deaf community. Have them select one organization and present their information to the class in ASL.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to use a wide range of resources to acquire the information they need for activities. While some of these resources will be available in the classroom, students are also encouraged to locate and use ASL resources in their community and elsewhere (e.g., the Internet, correspondence, resource people). Assessment focusses increasingly on the facility with which they use and share detailed information and resources.

- When students participate in a Career Fair, presentations should include relevant, accurate, clear, and well-organized information about:
 - why they have chosen these careers to investigate
 - the requirements and qualifications needed for the jobs
 - the nature of the jobs, including working conditions, opportunities for growth, and salaries
 Consider collecting the career summaries and assessing them for accuracy and relevance of information.
- When students participate in an informal debate, criteria for assessment of performance could include:
 - states a position clearly
 - provides reasons or examples to support position
 - responds with some spontaneity where appropriate
 - uses appropriate structures and expressions to defend point of view and to counter opposition
 - shows evidence of research
 - demonstrates logical organization
 - uses effective phrases, signs, patterns, and structures to enhance meaning
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of:
 - strategies they find effective
 - tasks they are comfortable with
 - skills and strategies they want to improve
 Have students occasionally review and update their records with partners.
- When students present reports based on information from authentic materials, look for evidence of:
 - relevant, accurate, clear, and well-organized information
 - appropriate displays

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view creative works and respond to them through drama, visual arts, rhythmic drumming, and visual media

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students should be encouraged to respond, in groups and individually, to a range of creative formats. Although communication is central, students' experiences with creative works should also be pleasurable.

- Organize a Deaf Film Festival. As a class, preview several films that have been produced by or for Deaf individuals. Ask students to identify the themes they would like to highlight. Prior to viewing films, give students opportunities to become familiar with the important issues, settings, characters, storylines, and filmmakers. Discussion and sharing of ideas can take place before and after each segment is viewed. As a follow-up activity, students could compare films, give preferences, and make recommendations. This can be done by participating in a critic's panel or conducting TV talk-show interviews in which students role-play actors or filmmakers.
- Have student groups view an ASL short story. Provide them with focus questions, background information, and vocabulary development to assist with viewing. Once students are familiar with the story, have each group select a segment to dramatize. Dramatizations should be signed in students' own words, rehearsed, and then presented.
- Have students review creative works by members of the Deaf community in British Columbia. Ask them to select their favourite works and give brief presentations as to why they enjoyed them. Students might want to create collages of magazine pictures, videos of their own interpretation of the artists' work, or drawings.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students should have frequent opportunities to demonstrate creative use of ASL and to experience and respond to Deaf cultural works in a variety of genres. Students best reveal their responses when they have opportunities to make choices about what they view and how they wish to respond.

- During a Deaf Film Festival, students show their understanding when they generate and explore discussion questions about issues and themes. Note the extent to which students are able to:
 - convey messages clearly
 - express personal points of view
 - use details from films to support their ideas
 - show some fluency and spontaneity in their responses
 - build on or respond to the views of others
 - make connections to other works or experiences
- When groups of students present dramatizations of segments of a short story, criteria might include:
 - effective presentation and choice of phrases and expressions to convey the characters' emotions and the mood of the story
 - presentation shows evidence of practice and rehearsal
 - presenter attempts to engage the audience
- Have students select a group of related works as the basis for presentations. Work with them to outline requirements for the task (e.g., length, number of works to be considered, form of response) and provide or negotiate criteria such as the following to guide feedback and assessment:
 - selections reflect a unique personal perspective or interest and offer some challenge in terms of language or culture
 - responses clearly describe key features
 - responses offer a personal point of view, including reasons and examples, and make connections to other experiences or works

RECOMMENDED LEARNING RESOURCES



Print Materials

- Sign Me Alice & Laurent Clerc: A Profile (2 Deaf Plays)



Video

- Bird Of A Different Feather & For A Decent Living
- Voices In A Deaf Theatre

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate effective and culturally appropriate behaviour in a variety of social settings

SUGGESTED INSTRUCTIONAL STRATEGIES

Students reveal their cultural understanding through daily activities and interactions with their classmates, as well as in their completed assignments.

- Have students each interview 10 friends about people they admire, past and present. Interview questions might include:
 - Who has had a significant influence on your life?
 - In what way has she or he influenced you?
 - What are some of the qualities you admire about that person? Why?

Form groups and have each group choose four of the role models to investigate further regarding their attributes, fields of endeavour, contributions to society, and image.

- Invite several guests who are fluent in ASL to present to the class during the year. Ask different students each time to welcome, question, and thank the guests, using appropriate expressions. Students could also prepare videos of invitation and thanks or use the TTY.
- Invite students to improvise social situations (e.g., greetings, family dinners, tourist behaviour, shopping). They could design cards that suggest situations to role-play using behaviour that is culturally appropriate to Deaf individuals (e.g., turn-taking, leave-taking).
- Arrange an excursion to a Deaf cultural event. Have students prepare for the event by role-playing possible interactions and discussing strategies for coping in the language, including topics for conversation, initiating conversation, and how to seek clarification or repetition. (Arrange beforehand to have contact people communicate only in ASL, even if difficulties arise.)

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focusses on students' abilities to look at familiar customs and rules from different points of view. The complexity of students' ideas will far exceed most students' abilities to express themselves in ASL. To elicit evidence of higher-level thinking, provide opportunities for students to communicate using symbols, graphics, or diagrams, as well as through ASL presentations and videos.

- As students exchange information about their own and other cultures and respond to cultural elements in ASL, observe and note the extent to which they:
 - ask questions about other cultures
 - comment positively on elements of other cultures described by their classmates
 - notice elements of culture in the materials they read and view
 - show respect and support for diversity
 - comment positively on elements of Deaf culture
- After activities in which students have discussed heroes and role models, invite each student to prepare a videotaped presentation to send to a personal role model (presentation may or may not be sent). When assessing students' presentations, look for:
 - clear, understandable messages
 - examples of how the role models have influenced them
 - appropriate use of language
- When students prepare for interactions with Deaf individuals and discuss issues important in the Deaf community, note the extent to which they:
 - show respect and support for diversity
 - use appropriate conversational behaviour
 - use appropriate terms

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Book of Name Signs: Naming in American Sign Language
- Sign Me Alice & Laurent Clerc: A Profile (2 Deaf Plays)



Video

- Bird Of A Different Feather & For A Decent Living
- The Incurable Deafness
- My New Family
- Spreading the Word
- A Tale Based on Fact
- Voices In A Deaf Theatre



CURRICULUM

*Introductory American
Sign Language 11*

Introductory American Sign Language 11 is an accelerated introduction to ASL. It is designed for students who may not have taken ASL in grades 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in ASL 11 and 12 courses. Introductory ASL 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

This course incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for grades 5 to 10. This reflects the fact that Introductory ASL 11 is designed to provide students with an equivalent preparation for ASL 11 and 12 courses.

A major aim, therefore, is to balance expectations regarding the emergent language skills of students who are new to the study of ASL with consideration for their ages, life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers may adapt other instructional and assessment activities suggested for grades 5 to 10, taking into account the interests of senior secondary students.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate information, opinions, and preferences, giving reasons
- ask and respond to basic questions, make simple requests, and ask for assistance
- communicate needs, desires, and emotions
- describe events and experiences in logical order
- participate in ASL in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

In these activities, emphasis is on practical, everyday uses of ASL that allow students to describe and discuss simple events occurring in the classroom.

- Invite students to use demonstrated models to interview each other in pairs. Ask them to then introduce their interviewees to the class, using a model such as:
YOUR NAME WHAT(?)
ME INTRODUCE-YOU _____
WANT TAKE-UP COURSE WHY _____
- Ask students to prepare and rehearse questions for a class survey related to themes such as “family,” “school,” and “preferences.” Students can then circulate through the class, asking questions, to fill out a questionnaire. Results could be graphed for comparison with other classes learning ASL, included in a class video news project, or exchanged with a video pal class.
- Invite students to work in pairs to create situations in which advice is needed. One partner asks for help with a problem, and the other offers simple statements of advice. This activity may involve pre-framed models or checklists.
- Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role-play scenes in which they ask shopkeepers where they can find the various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focusses on the willingness of students to communicate in ASL—to take risks, be spontaneous, and initiate responses—rather than on the accuracy of their language skills.

- As students engage in communication activities, note the extent to which they:
 - sign clearly
 - take risks to communicate in ASL
 - use given frames in logical sequence
 - actively follow instructions
 - choose the appropriate phrases from those they have practised
 - approximate ASL non-manual signals
 - support and encourage one another
- When students are asked to apply the vocabulary and structures they have learned to new situations, such as in spontaneous role plays or dialogues, develop with them a list of assessment criteria or key features.
- Provide frequent opportunities for self- and peer assessment so that students can reflect on key concepts and useful information and can set personal goals. Encourage students to consider how often they or their peers:
 - ask questions using ASL
 - respond to questions using ASL
 - self-correct when communicating in ASL
 - ask for clarification when they do not understand statements or questions
 - attempt to use a new structure
 - initiate conversations in ASL
- To assess short presentations, establish task requirements such as prescribed length, required information, and required language use. Also establish criteria, such as the extent to which:
 - language is understandable
 - information is relevant, complete, and accurate
 - time sequence and tense (e.g., past, present, future) are clear and appropriate
 - students use classroom references and other resources (e.g., dictionaries, textbooks, authentic materials)
 - students adapt structures they know or use language not practised in class

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- find and use information from age-appropriate ASL resources in order to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are able to use some strategies that enable them to identify key information in authentic documents. The tasks they perform should frequently integrate all aspects of their language learning and relate directly to their lives.

- Have students work in groups to conduct opinion polls, using simple ASL terms to determine the range of preferences in the class regarding everyday activities (e.g., sports, music, humour, clothing, food). Post the results or have students record them on charts or graphs.
- Invite each student to select an article relating to Deaf issues from a newspaper or magazine and identify three interesting facts to report to the class. Have students present the information visually using some key phrases in ASL.
- Show an ASL video (e.g., song, dramatic reading, speech) and ask students to:
 - recall key phrases related to a topic
 - identify phrases or expressions related to a central theme or concept
- Invite students to read several letters in Deaf youth magazines or to access ASL information on the Internet, noting the topics discussed, opinions given, and expressions used. Then arrange a video exchange with video pals. Ask students to sign their own videos and to respond to information sent by their video pals.
- Have students watch several TV commercials and note information about the products, where they can be purchased, and why consumers should buy them. For each commercial, students should note any words or expressions that helped them find the information. In groups, students then share their findings in ASL and prepare presentations (e.g., role play, videotape) describing products of their choice.

SUGGESTED ASSESSMENT STRATEGIES

Students in an introductory course require extensive practice and feedback in order to develop the basic information-acquisition skills they need. Assessment considers the strategies students use to acquire information.

- When students work with resources in ASL, note the extent to which they:
 - make logical predictions
 - use strategies such as previewing, looking for patterns, and using context clues
 - focus on key information
 - can explain the clues and strategies they used
- When students report on or represent information, note the extent to which they:
 - identify and recount ideas or impressions
 - include relevant and accurate detail
 - reproduce ASL signs, phrases, patterns, and structures in understandable form
 - organize and sequence information appropriately (e.g., when giving instructions)
- Have students keep up-to-date language logs in which they:
 - set personal goals for acquiring or extending specific language skills
 - chart their progress regularly, making comparisons to previous performance and to goals or targets they have set
 - record new phrases and patterns (organized into themes, categories, or topics) and effective strategies they have used
- Compile a list of skills and strategies that may be used for self-, peer, or teacher assessment. These might include:
 - recognizing familiar ASL signs in new contexts
 - using an ASL dictionary appropriately
 - using non-verbal clues (e.g., context, gesture, non-manual signals, graphics) to support meaning
 - using knowledge of common ASL patterns to make predictions or draw inferences

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- view creative works, with visual and contextual support, and respond to them in various ways

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be given opportunities to make personal choices and respond creatively in a variety of ways. Encourage students to bring examples of creative works to class.

- Present ASL songs to the class. As students watch and follow the signing, ask them to note repeated phrases, words, or rhythms. Have students in groups practise then present ASL songs.
- Ask each student to select and preview a poem that is presented in ASL. As students become familiar with the ASL vocabulary, the signs may be used as prompts for various activities or simply to explore language. Students could use ASL phrases to create simple poetry.
- Have students examine a variety of cartoons or comic strips reflecting Deaf culture. Sources may include topical or political cartoons from newspapers or magazines for the Deaf. Then have students each select a familiar situation and create a cartoon that reflects Deaf culture.
- Create a gallery of visual images such as paintings or photos of monuments celebrating achievements by Deaf people. Invite students to take a Gallery Walk to view the illustrations. Challenge students to create appropriate captions for each work. As an extension, students can write letters to the artists, asking questions about their works.
- Have students view a selection of children's stories presented in ASL. Then ask each student to select one of the following projects:
 - create a pattern book for young children
 - illustrate a story to clarify the meaning
 - role-play a story
 - retell a story
 - change one element of the story (e.g., setting, a character)
- Present several artworks created by Deaf individuals. Ask the class to discuss their significance and to consider their appeal, style, and the feelings they evoke.

SUGGESTED ASSESSMENT STRATEGIES

Students' choices of, responses to, and presentations of creative works show their developing awareness and appreciation of how people express themselves creatively. As they develop greater facility with ASL, the range of response activities they can engage in increases.

- When students create their own works, note the extent to which they are able to:
 - convey clear ideas, feelings, or impressions
 - focus on a topic or theme
 - use details to add interest or effect
 - use a range of vocabulary and idiom
 - follow conventions of a form or genre (e.g., rhythmic patterns)
 - convey mood, feeling, or viewpoint (e.g., humour, tragedy, satire, moral lesson)
 - follow or present a sequence of key events
- As students work on creative projects, note the extent to which they are able to:
 - collaborate to develop projects such as displays, role plays, or narratives
 - seek assistance and consultation from peers
 - suggest specific improvements when editing peers' work
- As students watch signed songs, look for evidence that they are:
 - responding to the meaning as well as to the rhythms
 - making connections with other music they have experienced
 - open and willing to engage in new experiences

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify elements of Deaf culture that are different from or similar to their own cultures
- identify characteristics of Deaf culture as it relates to ASL

SUGGESTED INSTRUCTIONAL STRATEGIES

As students work with ASL they begin to internalize the meanings of words and phrases. They also begin to understand how language works and how culture determines its use. By comparing their own cultures to Deaf culture, students develop a better understanding of Deaf people and their language.

- Present students with a variety of colloquial signs that are used across North America. Discuss the similarities and differences between signs that share similar meanings.
- Show students a video of two Deaf individuals interacting. Ask students to emulate their conversational behaviour (e.g., turn-taking, attention getting) and to explain how and why the situation and the relationship between the participants influences interaction. Ask groups to present their findings to the class.
- Encourage students to maintain ongoing lists of loan words—words commonly used in ASL that have been borrowed from other languages. These may be found in authentic material encountered inside or outside of class. Discuss possible reasons for each of these words being used rather than an ASL sign. As an extension, challenge students to identify ASL signs used in other sign languages.
- Invite a Deaf person, with an interpreter, to visit the classroom to discuss their experience and culture. Students' questions could focus on education, what life in school was like, career, and the community in which the guest lives.

SUGGESTED ASSESSMENT STRATEGIES

As students interact with others and participate in activities that help them acquire information and knowledge, look for evidence that they increasingly recognize and appreciate the unique characteristics of Deaf culture and society. Assessment should prompt students to reflect on their understanding of the relationships between Deaf culture and other cultures.

- When students make presentations, note the extent to which they:
 - include key features from their own backgrounds
 - attempt to engage their classmates' interest
 - respond to questions by elaborating or clarifying information
 - ask questions of other students to extend their understanding
 - listen attentively
 - support and encourage one another
- When students participate in activities and discussions dealing with cultural issues, note the extent to which they:
 - show an interest in cultures other than their own
 - share information about their cultures and customs
 - express awareness of and respect for other ethnic and cultural groups in the community
 - recognize ASL words, names, and derivatives (e.g., place names, sports, entertainment figures)
- When students participate in activities, note the extent to which they:
 - generate a variety of ideas
 - respect and encourage divergent thinking and risk-taking
 - collaborate to develop work plans
 - contribute to activities or products
 - work together to overcome problems
- In communication situations involving English or ASL loan words, look for evidence that students:
 - are able to recognize and comprehend the meaning of the words in their new context
 - are interested in relationships between the two languages
 - make an effort to use the words appropriately

RECOMMENDED LEARNING RESOURCES

Additional information will be provided as soon as resources to support the learning outcomes are identified.



APPENDICES

American Sign Language 5 to 12



APPENDIX A

Prescribed Learning Outcomes

COMMUNICATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • communicate information about preferences and interests with brief and simple messages • ask and respond to basic questions, largely based on memorized repertoire • follow classroom instructions given in ASL 	<ul style="list-style-type: none"> • exchange information about preferences and interests with brief and simple messages • use pattern phrases to make simple requests for classroom objects • participate in classroom routines conducted in ASL 	<ul style="list-style-type: none"> • use ASL while working with others to complete a task • discuss preferences and interests • ask for simple information, including date, time, and weather • participate in classroom activities using simple ASL 	<ul style="list-style-type: none"> • participate in short conversations • communicate information about activities and interests • ask for information and permission • participate in familiar activities (real or simulated) using simple ASL

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • communicate opinions and preferences, giving reasons • describe and exchange information related to activities, people, and things • ask for assistance and detailed information, including directions and prices • communicate in ASL while participating in a variety of situations drawn from real life 	<ul style="list-style-type: none"> • communicate needs, desires, and emotions • describe events and experiences in logical order • explain how to do an everyday activity or procedure • communicate in ASL while participating in a variety of situations drawn from real life 	<ul style="list-style-type: none"> • exchange opinions on topics of interest • describe or narrate, with some supporting detail, an event, situation, or experience • discuss plans related to common activities • interact in ASL with growing confidence in familiar situations drawn from real life 	<ul style="list-style-type: none"> • exchange ideas and thoughts about areas of personal interest • give reasons and information to support points of view on various issues • express long- and short-term plans, goals, and intentions • interact in ASL effectively and spontaneously in situations drawn from real life

ACQUIRING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • extract specific information from age-appropriate ASL resources in order to complete authentic tasks • convey acquired information expressively and visually 	<ul style="list-style-type: none"> • extract specific information from age-appropriate ASL resources in order to complete authentic tasks • convey acquired information expressively in ASL and visually, using pictorial graphs, charts, or lists 	<ul style="list-style-type: none"> • extract specific information from age-appropriate ASL resources in order to complete authentic tasks • convey acquired information expressively 	<ul style="list-style-type: none"> • extract and, to some extent, process specific information from age-appropriate ASL resources in order to complete authentic tasks • convey acquired information expressively

ACQUIRING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • extract and process information from age-appropriate ASL resources in order to complete authentic tasks • convey acquired information through expressive language 	<ul style="list-style-type: none"> • process and adapt information from age-appropriate ASL resources in order to complete authentic tasks • convey acquired information in ways that demonstrate an increased ability to express and respond in ASL 	<ul style="list-style-type: none"> • research and use relevant information from a variety of age-appropriate ASL resources in order to complete authentic tasks 	<ul style="list-style-type: none"> • research, analyse, and use relevant information from several sources on a chosen topic to complete authentic tasks

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> view creative works, with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> view and, to some extent, recognize signs in creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> view and recognize signs in creative works with visual and contextual support, and respond to them in various ways 	<ul style="list-style-type: none"> view and, to some extent, understand signs in creative works with visual and contextual support, and respond to them in various ways

EXPERIENCING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> view creative works and respond to them in various ways 	<ul style="list-style-type: none"> view creative works and respond to them in various ways 	<ul style="list-style-type: none"> view creative works and respond to them in various ways 	<ul style="list-style-type: none"> view creative works and respond to them through drama, visual arts, rhythmic drumming, and visual media

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify elements of their own and their classmates' cultural backgrounds • identify characteristics of Deaf culture 	<ul style="list-style-type: none"> • identify elements of Deaf culture that are different from or similar to their own cultures • identify elements of Deaf family life that are different from or similar to their own family lives 	<ul style="list-style-type: none"> • demonstrate awareness of the Deaf community • identify elements of the culture of Deaf people present in British Columbia and Canada 	<ul style="list-style-type: none"> • describe their school and community traditions • examine the use of ASL in a variety of settings, including sports, school, and community • identify appropriate terms that define the Deaf community

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • describe how characteristics of Deaf culture relate to ASL • identify ways in which sign languages from other countries and ASL have influenced one another 	<ul style="list-style-type: none"> • demonstrate understanding of the contributions of the Deaf community to Canada • identify metaphors, puns, and figurative expressions in ASL 	<ul style="list-style-type: none"> • describe the role of technology as it relates to the Deaf community • assess the relationship between Deaf culture and ASL • show an awareness of and use some ASL puns, metaphors, and figurative expressions 	<ul style="list-style-type: none"> • demonstrate effective and culturally appropriate behaviour in a variety of social settings

Introductory ASL I I	
<p>COMMUNICATING</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • communicate information, opinions, and preferences, giving reasons • ask and respond to basic questions, make simple requests, and ask for assistance • communicate needs, desires, and emotions • describe events and experiences in logical order • participate in ASL in a variety of situations drawn from real life
<p>ACQUIRING INFORMATION</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • find and use information from age-appropriate ASL resources in order to complete authentic tasks
<p>EXPERIENCING CREATIVE WORKS</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view creative works, with visual and contextual support, and respond to them in various ways
<p>UNDERSTANDING CULTURE AND SOCIETY</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify elements of Deaf culture that are different from or similar to their own cultures • identify characteristics of Deaf culture as it relates to ASL



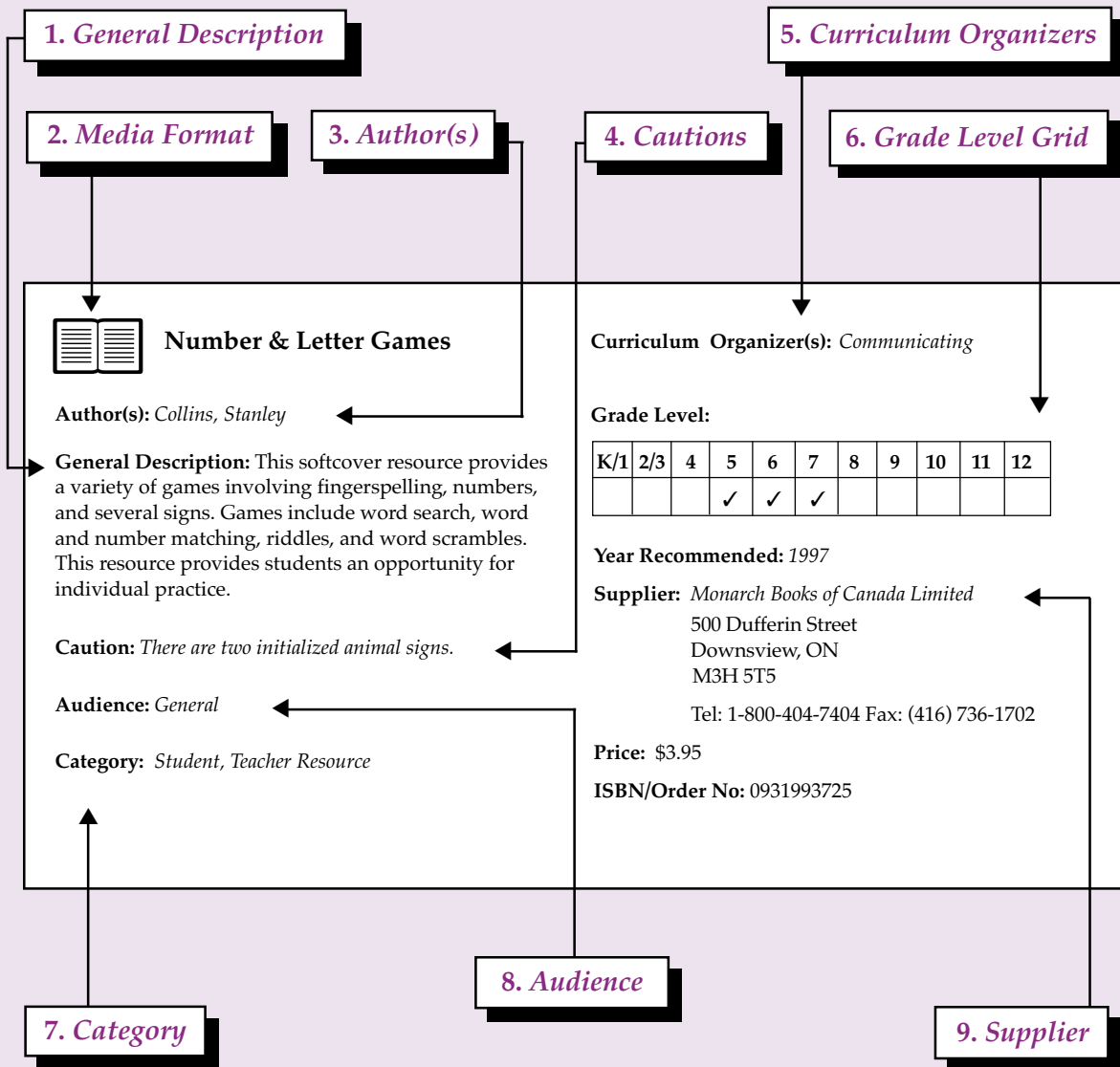
APPENDIX B

Learning Resources

WHAT IS APPENDIX B?

Appendix B is a comprehensive list of the *recommended* learning resources for American Sign Language 5 to 12. The titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

What information does an annotation provide?



- 1. General Description:** This section provides an overview of the resource.
- 2. Media Format:** This part is represented by an icon next to the title. Possible icons include:



Audio Cassette



CD-ROM



Film



Games/Manipulatives



Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



Record



Slides



Software



Video

- 3. Author(s):** Author or editor information is provided where it might be of use to the teacher.
- 4. Cautions:** This category is used to alert teachers about potentially sensitive issues.
- 5. Curriculum Organizers:** This category helps teachers make links between the resource and the curriculum.
- 6. Grade Level Grid:** This category indicates the suitable age range for the resource.
- 7. Category:** This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.
- 8. Audience:** This category indicates the suitability of the resource for different types of students. Possible student audiences include the following:
 - general
 - English as a second language (ESL)
 - *Students who are:*
 - gifted
 - blind or have visual impairments
 - deaf or hard of hearing
 - *Students with:*
 - severe behavioural disorders
 - dependent handicaps
 - physical disabilities
 - autism
 - learning disabilities (LD)
 - mild intellectual disabilities (ID-mild)
 - moderate to severe/profound disabilities (ID-moderate to severe/profound)
- 9. Supplier:** The name and address of the supplier are included in this category. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

What about the videos?

The ministry attempts to obtain rights for most *recommended* videos. Negotiations for the most recently recommended videos may not be complete. For these titles, the original distributor is listed in this document, instead of British Columbia Learning Connection Inc. Rights for new listings take effect the year implementation begins. Please check with British Columbia Learning Connection Inc. before ordering new videos.

SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials from the list of recommended resources or other lists of evaluated resources. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated at the school, district, and ministry levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan.

Teachers may choose to use provincially recommended resources to support provincial or locally developed curricula; choose resources that are not on the ministry's list; or choose to develop their own resources. Resources that are not on the provincially recommended list must be evaluated through a local, board-approved process.

CRITERIA FOR SELECTION

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning outcomes that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources have been recommended to support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The suitability of a resource for any of these audiences has been noted in the resource annotation. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of *recommended* resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are *recommended* materials for teachers with varying levels of experience with a particular subject, as well as those that strongly support particular teaching styles.

Technology Considerations

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

Social Considerations

All resources on the ministry's *recommended* list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to

develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition is a factor. Print resources or CD-ROM can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

Funding

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies, and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

Existing Materials

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a database to help keep track of a multitude of titles. If such a system is available, then teachers can check the availability of a particular resource via a computer.

SELECTION TOOLS

The Ministry of Education has developed a variety of tools to assist teachers with the selection of learning resources.

These include:

- Integrated Resource Packages (IRPs) that contain curriculum information, teaching and assessment strategies, and *recommended* learning resources
- resource databases on disks or on-line
- sets of the most recently recommended learning resources (provided each year to a number of host districts throughout the province to allow teachers to examine the materials first-hand at regional displays)
- sample sets of provincially recommended resources (available on loan to districts on request)

A MODEL SELECTION PROCESS

The following series of steps is one way a school resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (for example, a teacher-librarian).
2. Establish a learning resources committee made up of department heads or lead teachers.
3. Develop a school vision and approach to resource-based learning.
4. Identify existing learning resource and library materials, personnel, and infrastructure.
5. Identify the strengths and weaknesses of existing systems.
6. Examine the district Learning Resources Implementation Plan.

7. Identify resource priorities.
8. Apply criteria such as those found in *Evaluating, Selecting, and Managing Learning Resources: A Guide* to shortlist potential resources.
9. Examine shortlisted resources first-hand at a regional display or at a publishers' display, or borrow a set by contacting either a host district or the Curriculum and Resources Branch.
10. Make recommendations for purchase.

FURTHER INFORMATION

For further information on evaluation and selection processes, catalogues, annotation sets, or resource databases, please contact the Curriculum and Resources Branch of the Ministry of Education.

APPENDIX B: LEARNING RESOURCES • American Sign Language 5 to 12



Bird Of A Different Feather & Decent Living **Forum Organizer(s):** *Experiencing Creative Works*
Understanding Culture and Society

General Description: Two original works of ASL literature are presented in 30-minute segments by two different Deaf presenters. Both stories address topics relating to the Deaf experience in a hearing world; they are presented in ASL narration form only, without voice-over, captioning, costumes, or props.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									✓	✓

Year Recommended: 1997

Supplier: *Kinetic Inc.*
408 Dundas St. East
Toronto, ON
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

Price: \$41.95

ISBN/Order No: (not available)



The Book of Name Signs: Naming in American Sign Language **Forum Organizer(s):** *Understanding Culture and Society*

Author(s): *Supalla, Dr. Sam*

General Description: This softcover resource explains the name sign system identified by Dr. Supalla. This system shows the pattern to forming and giving name signs within the Deaf community. The book contains a comprehensive guide and list of over 500 name signs to help people select appropriate name signs according to ASL rules of information and use. Black-and-white illustrations and photographs complement the text.

Audience: *General*

Category: *Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

Year Recommended: 1997

Supplier: *Dawn Sign Press*
6130 Nancy Ridge Drive
San Diego, CA
92121

Tel: (619) 625-0600 Fax: (619) 625-2336

Price: \$12.95

ISBN/Order No: 0-915035-30-8/2228



Bravo ASL! Curriculum

Author(s): Cassell, Jenna

General Description: This multimedia resource package consisting of an instructor's guide, student workbook, and seventeen videotapes provides a comprehensive beginning-level ASL course for use by novice or experienced Deaf or hearing ASL teachers teaching Deaf and/or hearing students.

The detailed and easy-to-follow instructor's guide contains instructions for class activities, readings, exercises, quizzes, homework assignments, assessment tools, and the use of the video segments.

The student workbook provides lesson objectives, activity goals and instructions, visual aids and worksheets, content outlines, quizzes, discussion questions, homework assignments, and a sign illustration section.

The fifteen videotaped lessons unfold around the daily life of the Bravo family, which comprises two Deaf children, a Deaf father, and a hearing mother. Each lesson teaches conversational vocabulary used in real-life situations such as going to the grocery store, playing sports, and visiting the doctor. Each video includes the following: introduction to new vocabulary, Bravo family interaction, cultural notes, grammatical notes, a review session, sentence practice session, and a story practice session.

The 73-minute video provides language stimuli for many experimental activities described in the instructor's guide and student workbook. Students see a variety of signing styles by people of different cultures and ages.

Caution: *The binding of the instructor's guide is not strong enough to support its 900 pages. Teachers may wish to separate the guide into a three-ring binder for ease of classroom use.*

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s): *Acquiring Information
Communicating
Experiencing Creative Works
Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

Year Recommended: 1997

Supplier: *Sign Enhancers, Inc.*
3700 River Road North, Suite 2
Keizer, Oregon
97303

Tel: 1-800-767-0687 Fax: (503) 304-1063

Price: Complete Program: \$949.00
Videos: \$49.95 each

ISBN/Order No: (not available)



The Emperor's New Clothes & Hans Clodhopper Curriculum Organizer(s): *Experiencing Creative Works*

General Description: This multimedia package consists of a 30-minute videotape and accompanying book. The video retells two of Hans Christian Anderson's tales in ASL. The video begins with a voice-over introduction, followed by two stories in ASL only, interspersed with illustrations. Renowned Deaf storytellers Ben Baker and Nathie Marbury bring these stories to life. Black-and-white illustrations.

The book provides support for the video and includes a glossary and a list of character signs.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

Year Recommended: 1997

Supplier: *Kinetic Inc.*
408 Dundas St. East
Toronto, ON
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

Price: \$34.95

ISBN/Order No: (not available)



The Father, the Son, and the Donkey Curriculum Organizer(s): *Experiencing Creative Works*

General Description: This 15-minute folktale is presented in ASL. The presentation is followed by an explanation of vocabulary and narration techniques. Voice-over is used throughout the video. There are no costumes or props.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓		

Year Recommended: 1997

Supplier: *Kinetic Inc.*
408 Dundas St. East
Toronto, ON
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

Price: \$29.95

ISBN/Order No: (not available)



The Finger Alphabet Curriculum Organizer(s): *Communicating*

Author(s): *Collins, Stanley*

General Description: This softcover resource provides an alternative form of receptive practice in reading fingerspelling. A variety of exercises such as word games, riddles, and word searches gives students the opportunity for individual practice.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

Year Recommended: 1997

Supplier: *Monarch Books of Canada Limited*
5000 Dufferin Street
Downsview, ON
M3H 5T5

Tel: 1-800-404-7404 Fax: (416) 736-1702

Price: \$3.95

ISBN/Order No: 0931993466



The Incurable Deafness Curriculum Organizer(s): *Understanding Culture and Society*

General Description: This 60-minute video with voice-over presents a synopsis of the twelfth chapter of Harlan Lane's book *When the Mind Hears*, a history of Deaf people in Europe and America. "The Incurable Deafness" describes events and personalities surrounding a series of congresses, the most controversial of which was the one convened in Milan in 1880. This congress proved to be the single most important factor in driving the language of the Deaf underground, so that sign language was not acknowledged even though the Deaf continued to use it. The effect of this congress is often regarded as the major reason for the limited achievement of many Deaf men and women.

Audience: *General*

Category: *Professional Reference*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1997

Supplier: *Sign Media Inc.*
4020 Blackburn Lane
Burtonsville, MD
20866

Tel: (301) 421-0268 Fax: (301) 421-0270

Price: \$29.95

ISBN/Order No: (not available)



King Midas

General Description: This 30-minute video clearly introduces and explains the important signs that are used in the narration of this legend. A mixture of illustrations, print, and ASL are used in the introduction. Props and an actor in costume support and enhance the narration of the legend. Voice-over is used throughout.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Experiencing Creative Works*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓		

Year Recommended: 1997

Supplier: *Kinetic Inc.*

408 Dundas St. East
Toronto, ON
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

Price: \$41.95

ISBN/Order No: 0-930323-71-8



The Magic Pot

General Description: This 15-minute folktale is presented with ASL narration. The presentation is followed by an explanation of vocabulary and narration techniques. Voice-over is used throughout the video. There are no costumes or props.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Experiencing Creative Works*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					✓	✓	✓	✓		

Year Recommended: 1997

Supplier: *Kinetic Inc.*

408 Dundas St. East
Toronto, ON
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

Price: \$41.95

ISBN/Order No: (not available)



My New Family

General Description: This 60-minute video with voice-over presents a synopsis of the first chapter of Harlan Lane's book *When the Mind Hears*, a history of Deaf people in Europe and America. "My New Family" recounts the story of Laurent Leclerc's early childhood in La Balme France. At the age of 12, he was enrolled in the National Institute for Deaf-Mutes in Paris, where he spent the next 20 years of his life. Here Leclerc learned the difference between the signs that he had used at home and the sign language used among the Deaf in Paris. Leclerc would come to the realization that his society of the Deaf would become his new family. Narrators are Patrick Graybill, Janet Weinstok, and Freda Norman. The chapter also features a special introduction by Gilbert Eastman.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1997

Supplier: *Sign Media Inc.*

4020 Blackburn Lane
Burtonsville, MD
20866

Tel: (301) 421-0268 Fax: (301) 421-0270

Price: \$29.92

ISBN/Order No: (not available)



Number & Letter Games

Curriculum Organizer(s): *Communicating*

Author(s): *Collins, Stanley*

General Description: This softcover resource provides a variety of games involving fingerspelling, numbers, and several signs. Games include word search, word and number matching, riddles, and word scrambles. This resource provides students an opportunity for individual practice.

Caution: *There are two initialized animal signs in this resource.*

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓					

Year Recommended: *1997*

Supplier: *Monarch Books of Canada Limited*

5000 Dufferin Street
Downsview, ON
M3H 5T5

Tel: 1-800-404-7404 Fax: (416) 736-1702

Price: \$3.95

ISBN/Order No: 0931993725



Sign Me Alice & Laurent Clerc: A Profile (2 Deaf Plays)

Curriculum Organizer(s): *Experiencing Creative Works
Understanding Culture and Society*

Author(s): *Eastman, Gilbert*

General Description: This softcover resource contains two plays by Gilbert Eastman. *Sign Me Alice* centres around the life of the Deaf mingling in the world of the hearing and is based on the Pygmalian theme as interpreted by George Bernard Shaw. *Laurent Clerc: A Profile* deals with Clerc's preparation for America and the dilemma of his subsequent decision.

A companion classroom guide of suggested activities and projects supporting the scripts includes: definitions of ASL; cued speech; and Seeing Exact English (SEE); explanations of various drama terms; a glossary of English vocabulary and illustrated sign vocabulary for each act and scene; and comprehension checks, answers keys, and discussion questions.

Caution: *Teachers should note that the words whore and fuck are used in the play Call Me Alice.*

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: *1997*

Supplier: *Dawn Sign Press*

6130 Nancy Ridge Drive
San Diego, CA
92121

Tel: (619) 625-0600 Fax: (619) 625-2336

Price: Plays and Guide: \$19.95

Plays and Guide separately: \$10.95 each

ISBN/Order No: Plays: 9520B/0-91503-61-8

Classroom Guide: 9521B/9-915035-60-X



Signed Finger Alphabet Cards (Set of 26)

Curriculum Organizer(s): *Communicating*

General Description: Fingerspelled alphabet cards show letters for classroom display. The cards are presented black on white on letter-sized Bristol board.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			✓	✓	✓	✓				

Year Recommended: *1997*

Supplier: *Monarch Books of Canada Limited*

5000 Dufferin Street
Downsview, ON
M3H 5T5

Tel: 1-800-404-7404 Fax: (416) 736-1702

Price: \$11.95

ISBN/Order No: 0931993009



Sleeping Beauty

General Description: The storyteller in this 30-minute video first introduces ASL signs for the characters, and then performs the story in costume in period setting. These presentations are followed by a review of vocabulary. The video is accompanied by voice-over throughout.

Audience: *General*

Category: *Student, Teacher Resource*

Curriculum Organizer(s): *Experiencing Creative Works*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				✓	✓	✓				

Year Recommended: 1997

Supplier: *Kinetic Inc.*
408 Dundas St. East
Toronto, ON
M5A 2A5

Tel: 1-800-263-6910 Fax: (416) 925-0653

Price: \$41.95

ISBN/Order No: 0-93023-98-X



Spreading the Word

General Description: This 60-minute video with voice-over presents a synopsis of the eighth chapter of Harlan Lane's book *When the Mind Hears*, a history of Deaf people in Europe and America. "Spreading the Word" presents the efforts of Gallaudet and Leclerc to establish the American Asylum, to recruit students, and to seek funding for the school and its programs. Within a dozen years of its founding, there was a student enrolment from half the states in the Union. The creation of the school helped to create a true society of the Deaf, with one language to serve its users and bind them together. Narrators are Patrick Graybill, Janet Weinstok, and Freda Norman. The chapter also features a special introduction by Gilbert Eastman.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1997

Supplier: *Sign Media Inc.*
4020 Blackburn Lane
Burtonsville, MD
20866

Tel: (301) 421-0268 Fax: (301) 421-0270

Price: \$29.95

ISBN/Order No: (not available)



A Tale Based on Fact

General Description: This 60-minute video with voice-over presents a synopsis of the fourth chapter of Harlan Lane's book *When the Mind Hears*, a history of Deaf people in Europe and America. "A Tale Based on Fact" centres around the Abbé l'Épée and focusses on the beginning of worldwide education for Deaf people. The chance encounter with two Deaf sisters launched the Abbé on his career with Deaf students and inspired him to begin his school. Épée refused to adopt the prevailing views that Deaf people had no abstract ideas, no memory, and no language. Narrators are Patrick Graybill, Janet Weinstok, and Freda Norman. The chapter also features a special introduction by Gilbert Eastman.

Audience: *General*

Category: *Professional Reference*

Curriculum Organizer(s): *Understanding Culture and Society*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1997

Supplier: *Sign Media Inc.*
4020 Blackburn Lane
Burtonsville, MD
20866

Tel: (301) 421-0268 Fax: (301) 421-0270

Price: \$29.95

ISBN/Order No: (not available)



Voices In A Deaf Theatre

Curriculum Organizer(s): *Experiencing Creative Works*
Understanding Culture and Society

General Description: This 30-minute documentary follows a mixed cast of Deaf and hearing actors as they prepare to present Tennessee Williams' *The Glass Menagerie*. As Deaf actors perform in ASL, hearing actors provide a simultaneous voice version. During rehearsals each group gains insight into the other's culture. The rehearsal segments are interspersed with informative demonstrations, from formal to grass roots ASL. A seven-page study guide provides information about the production as well as suggested student activities.

Audience: *General*

Category: *Student, Teacher Resource*

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
										✓

Year Recommended: 1997

Supplier: *Canadian Learning Company Inc.*
95 Van Sittart Avenue
Woodstock, ON
N4S 6E3

Tel: (519) 537-2360 Fax: (519) 537-1035

Price: \$285.00

ISBN/Order No: 97037/1-57295-229-6



APPENDIX C

Cross-Curricular Interests

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes—expressed as observable, measurable, and reportable abilities or skills

Employability Skills—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills—inclusion of strategies that promote co-operative activities and teamwork

Career Development—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

Value of Integrating Environment and Sustainability Themes

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.
- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examining viewpoints

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



APPENDIX D

Assessment and Evaluation

Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular ASL program.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, holistic rating scales, projects, oral reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

- Step 1** ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** ▶ Identify the key learning objectives for instruction and learning.
- Step 3** ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** ▶ Provide examples of the desired levels of performance.
- Step 7** ▶ Implement the learning activities.
- Step 8** ▶ Use various assessment methods based on the particular assignment and student.
- Step 9** ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10** ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** ▶ Report the results of the evaluations to students and parents.

ASSESSMENT AND EVALUATION IN AMERICAN SIGN LANGUAGE EDUCATION

It is particularly important that students receive consistent feedback in order to successfully develop the knowledge, skills, and positive and enthusiastic attitudes that will facilitate their learning. Students benefit especially when they participate in developing the assessment criteria. Teachers should ensure that they help students to set goals and objectives for their own language learning and then work with them to monitor their progress.

This section of Appendix D provides information on generic assessment tools that language teachers commonly find useful. These generic tools are applicable for assessing a broad range of activities.

Student Journals

Assessment of student performance may be supported through the use of written and video journals. Student journals are powerful tools for encouraging students to reflect on their experiences. A journal may be quite structured or it may be a general review of the events of the week in the ASL class. Entries may comment on a specific activity or topic or provide broad reflection on progress or an issue.

Journals provide an important means of communication between student and teacher. Students may ask questions, indicate successes, or identify areas in which they need further assistance in developing skills. Teachers can respond to a student journal in a letter, by writing a short comment in the journal, or by talking to the student.

Prompts for daily journal reflections include the following:

- Today we learned / participated in _____ .
- I tried to _____ .
- I asked _____ .
- I found out _____ .
- I wish I had _____ .
- One question I'm taking away to think more about is _____ .
- The steps I took to participate effectively were _____ .
- The problems I encountered were _____ .
- To solve these problems, I _____ .
- The resources and people I consulted for help were _____ .

For reflection on an activity or a project, the following prompts can be used:

- The most surprising aspect of this activity / project for me was _____ .
- I would like to find out more about _____ .
- If I were to do this activity / project again, I would _____ .
- I could help a student who is doing a similar activity / project by _____ .
- The biggest problem I had was _____ .
- I solved this problem by _____ .
- What I enjoyed most about this activity / project was _____ .

Portfolios

A portfolio is a purposeful collection of a student's work that shows his or her effort, progress, and achievement over time. Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of progress.

Portfolios offer evidence that students are challenging themselves personally, exploring new ideas, and developing their language abilities.

Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in a portfolio?
- In what ways should students be involved in the process of answering the previous questions?

The teacher and student can use a planning sheet to determine and clarify the purpose, design, and construction of a student portfolio.

Interviews

Interviews can provide valuable information about students' understanding of and thoughts and feelings about ASL and Deaf culture. Interviews give students an opportunity to reflect on what they have learned. They also give the teacher a chance to gather information about students' knowledge and attitudes and to diagnose student needs. An interview may take the form of a planned sequence of questions that lead to open-ended discussions, or it may require formal completion of specific questions.

Interview questions could include the following:

- How did you feel about your participation in this activity?
- How does your group feel about you?
- How did you go about _____ ?
- Why did you _____ ?
- What did or did not work?
- Tell me what you learned from _____ .
- What else would you like to know?
- Is there anything you would like to change?
- How well do you think you've done?
- What communication skills were taught or learned?

Informal interviews between teacher and student should take place on a regular basis.

Observation Sheets

Observation sheets may be used to assess individual student activities or co-operative activities. This type of information is useful when reporting on individual student progress. It is recommended that teachers focus their assessment by selecting only a few attributes for each observation. In any one class, teachers will find time a limiting factor and may only be able to observe a small portion of students in the class. The Observation of Sign Interactions sheet is one example.

Observation of Sign Interactions

Student's Name _____			
Criteria	Rating		
	very well	more or less	with difficulty
1. Student A is able to ask questions as part of a survey on _____ .			
2. Student B is able to answer student A's questions.			
3. Student B is able to ask questions as part of a survey on _____ .			
4. Student A is able to answer student B's questions.			
5. Students A and B are able to maintain visual attention, apply proper turn-taking behaviours, and use appropriate body language to elicit information.			

Planning and Goal-Setting Worksheets

Setting individual and group goals for progress is an important assessment strategy. Planning and goal-setting worksheets, which include reflections on interests and abilities and specify both short- and long-term goals, can be a basis for assessing students' progress in the various aspects of language learning.

Checklists

Checklists allow the teacher to observe individuals or the entire class "at a glance." They provide a quick reference for keeping track of specific information about student co-operation, participation, leadership abilities, attitudes, knowledge, and skills. Checklists can also be useful in developing student learning profiles that indicate growth over time. Checklists allow the teacher to create an individual record-keeping system in a variety of forms (e.g., by date, using a skill proficiency legend, a *yes* or *no* check mark).



APPENDIX D

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in ASL 5 to 12.

- Sample 1: Grade 5
Tracing Family Origins
(Page D-12)
- Sample 2: Grade 6
Personal Clothing Album
(Page D-16)
- Sample 3: Grade 8
Corresponding With Deaf Peers
(Page D-21)
- Sample 4: Grade 10
Biography of a Deaf Person
(Page D-25)
- Sample 5: Grade 11
TV Commercials
(Page D-30)
- Sample 6: Grade 12
Crime and Violence
(Page D-34)

▼ **SAMPLE 1: GRADE 5**

Topic: *Tracing Family Origins*

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- communicate information about preferences and interests with brief and simple messages
- ask and respond to basic questions, largely based on memorized repertoire
- follow classroom instructions given in ASL

Acquiring Information

It is expected that students will:

- extract specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively and visually

OVERVIEW

In this 8 to 10 lesson unit on self and family, students participated in a variety of activities to develop communication skills and strategies. Evaluation was based on:

- presentations
- learning log responses
- individual conferences

PLANNING FOR ASSESSMENT AND EVALUATION

The teacher presented several activities during this unit. The goals for the day were discussed at the beginning of each class, and students recorded their achievements using daily logs.

- The teacher modelled a family tree diagram and recorded appropriate vocabulary in a sign “word bank.” Each student completed a family tree diagram

for herself or himself (or a fictional character) and practised using the sign vocabulary to describe the tree to a partner. The *Meet the Bravo Family* video provided opportunities for students to review family name signs and acquire signs for typical family interactions.

- Students each interviewed family members to gather information about their preferences in food, television programs, colours, and recreational activities. Students practised the ASL vocabulary from their interviews with partners. Bingo games and card games reinforced the vocabulary.
- Students were each invited to prepare a one-minute presentation to introduce self and family (or fictional character and family) to the class. The presentation was supported by a poster and/or the family tree diagram, depicting at least four family members related to the student in a different way.
- As a class, students discussed various sports, hobbies, and interests. New vocabulary was taught and reviewed. Vocabulary was added to the sign bank. Students individually learned the signs for their favourite sports, hobbies, and activities.
- Students prepared individual checklists that showed the names of five students in the class and a variety of sports, hobbies and interests. Students then interviewed one another in ASL and recorded responses (check marks and crosses) under those sports, hobbies, and interests that peers liked or disliked.
- In groups of four to six, students brainstormed lists of favourite TV programs. After researching vocabulary to name and describe their lists in ASL, the

groups presented their findings to the class in a panel format.

- After the teacher modelled describing a route, each student created a rough map of the routes her or his family commonly take to school, work, and shopping. Students then used ASL to describe their routes to partners.
- In their learning logs, students reflected on what they had learned under the following headings:
 - Things I Learned About Members of My Family
 - Things I Learned About My Classmates
 - Something That Surprised Me
 - Things I'd Like to Know More About
 - New Places I Can Now Locate

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes, expectations, and task requirements, and collaborated with them to establish key criteria to evaluate their work.

Presentation

To what extent do students:

- correctly use the structures and frames provided
- provide approximate ASL productions (most signs can be understood with some effort)
- use appropriate facial expressions and non-manual signals
- use mime, gesture, and props to convey meaning
- attempt to self-correct
- watch other students attentively

Learning Log

To what extent do the entries demonstrate:

- evidence of awareness of new information about themselves, their families, and their classmates
- knowledge of signs used in ASL to describe these

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales based on the criteria to assess students' performance and a conference report form to note students' responses during individual interviews.

The teacher and students discussed the criteria and rating scales before students began their assignments, and all students were given copies of the rating scales. The rating scales were adapted for other performance tasks throughout the year. For example, the rating scale for the presentation was used frequently for other presentations.

Presentation

Communication of meaning was the most important consideration in assessing students' presentations.

Learning Log

Students knew in advance that their learning logs would be evaluated for evidence of awareness of new information about themselves, their families, and their classmates and for knowledge of ASL signs used to describe these. For each learning log, the teacher wrote a brief comment to the student.

Conferences

The teacher selected some students for individual conferences on their work in this unit.

Presentation

Rating	Criteria
Outstanding	Presents the information on the poster and/or family tree diagram, typically using carefully rehearsed expressions and structures. Clearly makes an attempt to use ASL, and the result is comprehensible without much effort on the part of the audience. Facial expressions and non-manual signals are appropriate. Shows awareness of his or her signing and attempts to self-correct.
Good	Explains the information on the poster/family tree diagram in ASL, possibly including an introductory or concluding phrase (e.g., [point] MY FAMILY). Most parts are easily understood given the context. Pauses frequently and may restart in the case of a blatant production error. May ask for confirmation after a particularly challenging sign or phrase.
Satisfactory	Explains the information on the poster/family tree diagram and attempts to provide accurate ASL production of patterns that have been practised in class. The result tends to mix ASL production with English word order but is comprehensible with some effort on the part of the audience (the teacher may understand easily; students may have a great deal of difficulty). Pauses frequently and tends to focus on individual signs.
Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

Learning Log

Rating	Criteria
Detailed	Response is detailed and shows evidence of some reflection. Moving toward thorough understanding.
Aware	Shows awareness and interest. Tends to focus on obvious aspects and may not include much detail.
Partial	Responses are relevant but tend to be brief and are often vague. Typically not elaborated—little detail.

Conference Report

Student Name: _____

Unit: _____

Prompts	Teacher Notes
How did you feel about your participation in this activity?	
What do you think about _____ ?	
How do you think your partner/group feels about you?	
Did you have any new thoughts when _____ ?	
How did you go about _____ ?	
Tell me another way of doing _____ .	
What would happen if _____ ?	
Why did you _____ ?	
What did or did not work?	
Tell me what you learned from _____ .	
What else would you like to know?	
Is there anything you would like to change?	
How well do you think you've done?	
Tell me how or where you might use _____ .	
What communication skills were taught or learned?	

▼ **SAMPLE 2: GRADE 6**

Topic: *Personal Clothing Album*

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- exchange information about preferences and interests with brief and simple messages

Acquiring Information

It is expected that students will:

- extract specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively in ASL and visually, using pictorial graphs, charts, or lists

In addition to these outcomes, the teacher assessed students' attitudes and participation.

OVERVIEW

This unit was presented in September. Over approximately eight 40-minute classes, students developed and presented clothing albums. Evaluation was based on:

- Personal Clothing Albums
- presentations to small groups (in ASL)
- self-assessments and analyses (in English)

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by asking students how they plan and select their clothing for a new school year. (e.g., What factors do you consider? How much do you plan in advance?) The teacher then explained that each student would create and present an album showing his or her clothing needs for Grade 6.

- Students brainstormed a list of clothing vocabulary in ASL. The class viewed a range of age-appropriate resources and consulted ASL dictionaries to add to the list as they worked on their projects.
- The teacher distributed a selection of clothing catalogues for students to look at and focussed their attention on the ways the catalogues were organized. They discussed in ASL a variety of ways to organize their collections (e.g., by season, function).
- Students created Personal Clothing Albums by “shopping” in the catalogues and cutting out the clothing and accessories they would need for their Grade 6 school year. Some drew and coloured several of the clothing items they wanted to include. Students used classroom resources (including ASL dictionaries, class charts, and videos) to find the vocabulary they needed to discuss their choices. As they worked, the teacher observed them and circulated, asking questions in ASL and helping students to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher reviewed key structures and ASL vocabulary. Students practised ASL phrases they could use in their presentations as well as questions they could ask other presenters. Students then practised their presentations with partners. They also practised asking and answering questions such as:
 - HATS YOU LIKE (?)
 - YES HATS ME LIKE
 - NO HATS ME DETEST
- The teacher presented a peer evaluation form to the class and discussed evaluation with students, including what to look for

in the presentations and how to offer useful feedback to presenters. As a class, they completed a sample form. The teacher also reviewed the requirements of the written self-assessment.

- Students presented their albums in ASL to small groups of four or six students. Each student in the audience was required to ask at least one question of the presenter in ASL and to complete a peer evaluation form.
- Students submitted their albums, the peer evaluations they received, brief written self-evaluations, and self-assessments based on the rating scale.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for the activities in the unit and explained the requirements of each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

Personal Clothing Album

Information in the album:

- is relevant and appropriate
- includes sufficient detail
- includes captions in English
- is well organized and presented in logical categories

Presentation

To what extent is the information:

- relevant and appropriate
- presented in ASL
- comprehensible

Self-Assessment

Assessment:

- is specific and balanced
- connects to past and future activities

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used rating scales to evaluate student performance. Students were given copies of the rating scales as they practised and prepared their presentations. The same scales were adapted for a variety of other assignments throughout the year.

Note: The teacher evaluated some, but not all, of the presentations in this unit.

Personal Clothing Album

Rating	Criteria
Outstanding	Content is complete, appropriate, and detailed. Includes a comprehensive school wardrobe and details such as colour and number. Items are organized or grouped into meaningful categories. Illustrations or captions support and enhance meaning.
Good	Content is complete, relevant, and includes some detail. Offers a complete school wardrobe; includes some details about colour, number, and so on. Items are organized or grouped into meaningful categories. Illustrations or captions support and enhance meaning.
Meets Minimum Requirements	Content is complete, and most entries are relevant. Includes little detail. Items are organized or grouped into meaningful categories.

ASL Presentation (and Response)

Note: Communication of meaning is the most important consideration. This scale considers both the initial presentation and the interactions (questions and answers) that follow.

Rating	Criteria
Strong	Offers relevant and appropriate information. Presents in ASL, using some of the conventions of correct production. Rarely mixes ASL with English word order. Uses mostly signs and phrases that are comprehensible with some effort on the part of the observer. May be tentative, hesitant, and include approximations. Takes risks to enhance communication—often attempts structures or vocabulary that have not been practised in class. May rely on pre-framed structures. Understands and attempts to respond to most questions with appropriate and relevant information. Attempts to self-correct some of the more blatant errors. When observing another presentation, asks basic questions that can be understood by the presenter. Shows active observation and supports other presenters by offering non-verbal encouragement, providing signs or appropriate ASL production when asked, and voluntarily repeating signs to further communication.
Developing	Offers relevant and appropriate information. Makes presentation in ASL, using some of the conventions of correct production. May be uneven, often mixing ASL with English word order. Most signs and phrases are comprehensible with some effort on the part of the observer. May be tentative, hesitant, and include approximations. Tends to rely on pre-framed structures for presentation and questions. May ask the same question of each student. May recognize but be unable to correct errors. May have difficulty understanding and answering questions. Supports other presenters by offering non-verbal encouragement, providing signs or appropriate ASL production when asked.
Meets Minimum Requirements	Offers relevant and appropriate information. Presentation in ASL may be very short. Most parts are comprehensible with close attention and effort on the part of the observer. May be tentative and laboured. In parts, might be extremely difficult to understand out of context. Makes presentation mostly in ASL and shows some of the conventions of ASL. Relies on pre-framed structures practised in class. Often unable to self-correct. May not be able to understand or answer some or most questions from other students. Regularly mixes ASL with English word order. Asks at least one question when observing another student's presentation.
Minimum Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

Self-Assessment

Rating	Criteria
Strong	Includes both strengths and weaknesses. Provides details or examples as support. Offers some evidence of action planning. (e.g., The next time I make a presentation in ASL, I'm going to _____.) Often makes connections to previous activities (e.g., comparing performance or task requirements with other experiences). Shows insight—may comment on reasons for strengths or weaknesses and speculate about what might have happened with a different approach.
Developing	Includes both strengths and weaknesses, with some details or examples as support. Offers some evidence of action planning. May make connections to previous activities and future plans.
Minimal	Tends to be vague and rely on generalizations. Includes both strengths and weaknesses, with at least one detail or example as support. Plans for future action may be vague. Offers few connections to previous activities or future plans.
Minimum Requirements Not Met	May be incomplete, inappropriate, or incomprehensible.

▼ **SAMPLE 3: GRADE 8**

Topic: *Corresponding With Deaf Peers*

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- communicate information about activities and interests

Acquiring Information

It is expected that students will:

- extract and, to some extent, process specific information from age-appropriate ASL resources in order to complete authentic tasks
- convey acquired information expressively

Understanding Culture and Society

It is expected that students will:

- describe their school and community traditions

In addition to these outcomes, the teacher assessed students' attitudes and work habits.

OVERVIEW

The teacher developed a series of activities to initiate videotaped correspondence between students and pen pals. Students were asked to use a variety of technologies (e.g., video, e-mail). The activities occurred over several weeks, rather than as a continuous unit, to allow time for correspondence to be sent and received. Evaluation was based on video correspondence to pen pals and ASL presentations based on the correspondence.

PLANNING FOR ASSESSMENT AND EVALUATION

- The class discussed purposes for and methods of corresponding with others. The teacher guided the discussion with questions such as: How many of you write letters to friends in other places? Use e-mail? Use fax machines? Send audiotapes or videotapes? What formats do you most enjoy sending? Receiving? How many have or have had pen pals? What are some of the benefits of having a pen pal?
- The teacher explained that students would be selecting pen pals in the Deaf community and corresponding with them. They discussed the Deaf community's preference for face-to-face interaction and brainstormed a list of things they could do to help make their correspondence interesting and worthwhile. The teacher helped them to follow up by offering five suggestions:
 - Learn as much as you can about where your pen pal lives.
 - Practise using ASL vocabulary and phrases to tell about yourself and to ask questions about someone else.
 - Learn how to describe, in ASL, where you live.
 - Practise ASL vocabulary to tell about your school and community traditions.
 - Experiment with ways of making your information interesting.
- Students researched various ways of making contact with members of the Deaf community (e.g., the Internet, Deaf youth magazines, and Deaf organizations). They also viewed and discussed a video on the Deaf community.
- Students observed sample pen-pal videos in ASL and generated a list of useful sign vocabulary and structures, including ways of comparing geographical areas.

- The teacher asked students to complete learning log entries to reflect on their progress, their attitudes about the activities, and their plans and goals.
- Each student then created a video, introducing herself or himself to a video pal. Some students included pictures as well as print letters.
- After they received responses from their video pals, students made ASL presentations describing their video pals to the class. Students were required to make notes and ask questions during the presentations.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for the activities and explained the requirements of each task. The teacher and students decided on the key criteria that should be demonstrated.

Video Correspondence

To what extent does the student:

- offer clear, relevant, and appropriate information
- include interesting details or features
- make comparisons between own customs and those of video pal
- make comparisons between own school and community traditions and those of video pal
- ask questions about or make comparisons with the Deaf community that indicate the use of ASL and Deaf community materials (e.g., TTY, closed-captioning, auxiliary support)
- ask questions about comparable customs or behaviour patterns in the Deaf community

- use a variety of sign vocabulary and language structures

Presentation

Presenting

To what extent does the student:

- provide a message that is understandable
- include relevant and interesting details or features
- use reasonably fluid communication (pauses are ASL appropriate)
- answer most questions from other students using relevant information (may need teacher's help to understand some of the questions)
- use a variety of sign vocabulary and language structures

Observing

To what extent does the student:

- record three to five details from each presentation
- ask at least one question that is relevant and that requires information the presenter did not provide
- ask questions in ASL that are understandable

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' demonstrations of the learning outcomes. Students were given copies of the rating scales in advance. Similar scales were used for other assignments throughout the year. During each ASL presentation, three students were designated to provide peer feedback to the presenter.

Video Correspondence

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Excellent	Includes interesting details or features. Message is relevant and appropriate. Meaning is clear. Errors in sign production and so on do not interfere with meaning. Takes risks—uses a variety of phrases and structures, including some that have not been practised in class and, consequently, may not be used appropriately. Asks questions about or makes comparisons with the local Deaf community that indicate use of ASL and Deaf community materials (e.g., TTY, decoders, auxiliary assistance). Includes information about school or community customs and traditions and asks questions about comparable topics.
Good	May include some interesting details or features. Message is relevant and appropriate. Meaning is clear with a little effort on the part of the reader. Errors in sign production, structures, and so on do not obscure meaning. Uses a variety of sign vocabulary and language structures practised in class. Asks questions about or makes comparisons with the local Deaf community that indicate use of ASL and Deaf community materials (e.g., TTY, captions, auxiliary assistance). Includes information about school or community customs and asks questions about comparable customs or behaviour patterns.
Acceptable	Includes most of the details discussed in class. Message is relevant and appropriate. The reader can understand most of the message with some effort. Errors in word choice, spelling, and so on occasionally obscure meaning. Uses a variety of vocabulary and language structures practised in class. Asks questions about or makes comparisons with the local Deaf community that indicate use of ASL materials (e.g., maps). Includes some information about school or community customs.
Not Demonstrated	The criteria for acceptable performance were not evident.

Presentation

Aspect	Teacher/Peer		Self	
	Rating	Comment	Rating	Comment
Presenting				
• main points are understandable				
• information is relevant and appropriate				
• includes interesting details or features				
• uses a variety of sign vocabulary and language structures				
• is fluid (uses ASL pauses appropriately)				
• answers questions in ASL with relevant information				
• compares own customs, traditions, or behavioural patterns with those of video pal				
Observing				
• records three to five details from each presentation				
• asks at least one question that is relevant and that requires information the presenter did not provide				
• asks questions in ASL that are understandable				

Key: **ST**—Strong
SA—Satisfactory
MI—Minimal
NE—Not Evident

▼ **SAMPLE 4: GRADE 10**

Topic: *Biography of a Deaf Person*

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- communicate needs, desires, and emotions

Acquiring Information

It is expected that students will:

- process and adapt information from age-appropriate ASL resources in order to complete authentic tasks

Experiencing Creative Works

It is expected that students will:

- view creative works and respond to them in various ways

Understanding Culture and Society

It is expected that students will:

- demonstrate understanding of the contributions of the Deaf community to Canada

OVERVIEW

The teacher developed a three-week unit on the biography of a Deaf person that included researching biographical information, creating video questionnaires, and writing a poem about the person. Evaluation was based on:

- questionnaires
- ASL observed in class and group discussion
- poems created by students

PLANNING FOR ASSESSMENT AND EVALUATION

- Students brainstormed positive and negative qualities and characteristics of people. Vocabulary was clustered, and ASL signs were presented for each of the clusters. The teacher then presented information about a well-known Deaf author and modelled her reasons for admiring that individual.
- The teacher formed groups of three. Each group was assigned to research the life story of a well-known Deaf person. Students then presented their research to the class.
- Each student developed at least 10 questions, on videotape, about the person she or he had researched. The class discussed the format of the video questionnaires and the kinds of questions that might be included. Each student then asked two or three other students to watch her or his video and try to answer the questions, based on the information provided during the earlier presentations. Peers were also asked to comment on how well the process worked. Students handed in their questionnaires, self-evaluations, and peer evaluations. In some cases, responding students also recorded their answers to the questions on videotape.
- After students had presented their biographies and questionnaires, the teacher made a presentation on a well-known Deaf poet that included a brief biography augmented with visual resources (photographs and a poster). The teacher then signed one of the poet's works to the class. The class discussed the poem, and together the teacher and class developed a Poetry Appreciation sheet that included criteria for judging ASL poems and a method of scoring.

- The class viewed a video of ASL poetry by the Deaf poet, and students scored each poem on the video using one of the class-developed Poetry Appreciation sheets. A group of students then tabulated the results, and the winning poem was viewed again.
- Students then used ideas from their biographies on famous Deaf people to create ASL poems, either about the person or created as if the person herself or himself were signing in verse. Students practised their poems in pairs and then presented them to the class. The class used the Poetry Appreciation sheet to score one another's ASL poems. The top five poems were videotaped for future use.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for the activities in the unit, explained the requirements of each task, and discussed key criteria.

Video Questionnaire

To what extent does the student:

- include a minimum of 10 questions
- include information that the viewer could be expected to know, based on the earlier presentation
- use a range of useful vocabulary and expressions
- use questionnaire structures
- focus self-assessment on key aspects of the questionnaire
- provide a logical and detailed answer key and interpretation

ASL Usage (In Class and Small-Group Discussions)

To what extent does the student:

- use a range of useful ASL vocabulary and expressions
- identify similarities between own qualities and those ascribed to person studied
- volunteer information and ideas to stimulate discussion
- ask questions to extend or clarify information

Poems

To what extent does the student:

- express ideas clearly
- sign clearly (understandable)
- use facial expressions to communicate ideas
- use gestures to communicate the mood of the poem
- use both literal meaning and poetic meaning (e.g., use figurative language such as metaphor)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher collected students' work and used rating scales to assess it. The teacher observed two of the small groups and completed the ASL usage checklist for students in those groups. All students completed checklists, as a self-evaluation activity, and included them in their portfolios or journals.

Students were given copies of the rating scales as they prepared their assignments. The same rating scales were adapted for other performance tasks during the course. The specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same.

Questionnaire

Rating	Criteria
A	Goes beyond the requirements of the task to use ASL vocabulary, ASL structures, or content not practised in class (may not always be successful). Takes risks to add interest (e.g., uses innovative format, asks questions drawn on unusual situations, includes humour). ASL vocabulary and structures are appropriate, and errors do not detract from meaning. Self-assessment is thorough and insightful.
B	Questions are relevant, appropriate, and clearly expressed, using a range of useful ASL vocabulary and expressions. Demonstrates use of appropriate sources (e.g., dictionaries for vocabulary, magazine articles for format). Answer key and interpretation are logical and detailed. Self-assessment focusses on key aspects of the questionnaire. Errors do not detract from meaning.
C	Questions include relevant and appropriate content but may be somewhat vague, repetitive, or confusing. Includes useful ASL vocabulary and expressions practised in class but may use the same pattern for many or all questions. Answer key and interpretation may be short and rely on assignment of labels without explanation. Errors may cause the reader to reread or puzzle over some parts.
I/F	Has not completed the requirements of the assignment. (See the ministry's Reporting Policy for advice on when to use I and when to use F.)

Note: Although this scale shows four levels, the teacher occasionally assigned grades of C+ and C-.

ASL Usage

Behaviour	Evidence/Example	Rating
<ul style="list-style-type: none"> uses a range of useful ASL vocabulary and expressions 		
<ul style="list-style-type: none"> volunteers information and ideas to stimulate discussion 		
<ul style="list-style-type: none"> asks questions to extend and clarify information 		
<ul style="list-style-type: none"> responds to questions and comments from other students 		

- Key:** 3—Strong
 2—Satisfactory
 1—Minimal
 NO—Not Observed

Poetry Appreciation

Criteria	Rating
• ideas expressed clearly	/2
• signing clear and understandable	/2
• performer uses facial expressions to communicate ideas	/2
• gestures communicate the mood of the poem's message accurately	/2
• effective use of both literal meaning and poetic meaning (e.g., uses figurative language such as metaphor)	/2
Total	/10
Score	

▼ **SAMPLE 5: GRADE 11**

Topic: *TV Commercials*

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- exchange opinions on topics of interest

Acquiring Information

It is expected that students will:

- research and use relevant information from a variety of age-appropriate ASL resources in order to complete authentic tasks

Understanding Culture and Society

It is expected that students will:

- show an awareness of and use some ASL puns, metaphors, and figurative expressions

In addition to these outcomes, the teacher assessed students' attitudes and work habits.

OVERVIEW

The teacher developed a unit for Grade 11 students that focussed on TV commercials in ASL. The unit comprised four 75-minute classes. Evaluation was based on:

- analyses of selected ASL advertisements
- videotaped advertisements created by students
- teacher observation of group-work skills

PLANNING FOR ASSESSMENT AND EVALUATION

- Students compiled a class chart listing regular TV commercials they had seen. For each, they described the product and their opinions of who the target audience might be.

- The teacher showed six TV commercials in ASL. Students were given a few minutes to view each ad and note the manufacturer, the product being promoted, and their opinions of who the target audience might be. As a class, students discussed their descriptions and opinions.

- The teacher then modelled the process of making meaning from images and messages using prompts, in ASL, such as:
 - Who or what is represented?
 - What is happening?
 - What is the mood?
 - What does the slogan mean?
 - What allusions to literature, history, or music do you notice?
 - What biases did you notice (e.g., gender, cultural, political, age)?

The teacher asked students to notice and describe subtle details, speculate about intentions, and consider possible interpretations of word choice. The teacher then demonstrated how to transform students' point-form information into ASL terms using puns, metaphors, and ASL figurative expressions.

- Students worked in groups of three or four to view the ads again and analyse the images and ASL signs. The teacher asked them to notice and describe subtle details, speculate about intentions, and consider possible interpretations of word choice. Each group worked with a different advertisement and presented its findings to the class in ASL.
- The class brainstormed a list of TV advertising strategies and then came up with examples of familiar advertisements that used the various techniques listed. Students reviewed the TV ads on tape one last time and added to their notes information on strategies employed. They then discussed their views as a class.

- In groups of four, students planned their own advertisement by creating a storyboard and, following a number of practice sessions, videotaping their production. Students were invited to share their videos with the class and the videos were then added to the class library for future classes to use.

DEFINING THE CRITERIA

The teacher reviewed the expectations for the unit and discussed key criteria and how these might be demonstrated. A group mark was given for each advertisement, but group-work skills were assessed individually.

Advertising Analysis

To what extent does the group:

- clearly describe the picture and message
- use relevant vocabulary and expressions, including puns, metaphors, and other types of figurative language
- identify what is being sold and who the potential buyers might be
- identify one or more strategies used to make the ad appealing
- interpret relatively obvious visual and ASL puns or allusions to history, literature, or music

Videotaped Advertisement

To what extent does the production:

- show evidence of practice and preparation
- present a clear message
- use appropriate signs and phrases
- have visual appeal
- use figurative language, puns, or metaphors

Group-Work Skills

To what extent does the student:

- participate in storyboard development
- participate in video development
- make suggestions for enhancing video quality
- contribute to ideas for ASL use
- co-operate as a member of the group

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' work. Students were given copies of the rating scales as they worked on their assignments. Similar scales were used for other assignments throughout the year.

Advertising Analysis

Rating	Criteria
Outstanding	Detailed and insightful. Focusses on appeal to audience. Descriptions of the images and text are fully developed (include who or what is in the picture, the setting, the action or events depicted, the mood, and the slogan). Offers an analysis of the choice of images and ASL terms. Considers allusions, appeal to humour, and so on. Ideas are presented in simple but clear ASL. Draws on a range of useful expressions. Errors in ASL structure do not affect meaning.
Good	Complete and accurate. Descriptions of the picture and text are accurate and include some detail. Offers a literal analysis of the image and language and includes some reference to the purpose and intended audience. Ideas are presented in simple but clear ASL. ASL vocabulary and structures may be repetitive. May include occasional spelling errors or use of English. Errors in ASL structure do not affect meaning.
Meets Minimum Requirements	Accurate; minimal information. Describes the picture and reproduces the slogan with little detail or analysis. Typically does not refer to a specific audience but may refer to an unspecified “you.” Ideas are presented in ASL but may include some fingerspelling errors and use of English as well as errors in ASL structure. May require some effort on the part of the reader to understand the meaning. ASL vocabulary tends to be simple and repetitive; ASL structures tend to be fragmented. May be very short.
Not Demonstrated	Little or no evidence of understanding or communication in ASL.

Advertisement

Criteria	Rating
• shows evidence of practice and preparation	
• present a clear message	
• uses appropriate signs and phrases	
• has visual appeal	
• uses figurative language, puns, or metaphors	

Key: 4—Outstanding
 3—Good
 2—Developing
 1—Limited

Group-Work Skills

Description of Skill	Effort	Comments
• participation in storyboard development		
• participation in video development		
• suggestions for enhancing video quality		
• contribution of ideas for ASL use		
• co-operation as a member of the group		

Key: 4—Outstanding
 3—Good
 2—Developing
 1—Limited

▼ **SAMPLE 6: GRADE 12**

Topic: *Crime and Violence*

Prescribed Learning Outcomes:

Communicating

It is expected that students will:

- give reasons and information to support points of view on various issues
- interact in ASL effectively and spontaneously in situations drawn from real life

Acquiring Information

It is expected that students will:

- research, analyse, and use relevant information from several sources on a chosen topic to complete authentic tasks

In addition to these outcomes, the teacher assessed students' abilities to work collaboratively using the reference set *Evaluating Group Communication Skills Across Curriculum*.

OVERVIEW

The teacher developed a four-week unit for Grade 12 students that focussed on crime and violence. Students collected, interpreted, and presented information from a variety of community and school resources. Evaluation was based on:

- individual presentations of peer interview results
- group presentations and discussions
- pair presentations on solutions to problems
- interactive group work

PLANNING FOR ASSESSMENT AND EVALUATION

- Students reviewed television and radio programs and newspaper articles to estimate the frequency and nature of common crimes. The teacher noted their willingness and abilities to respond to questions in ASL, such as:
 - What did you listen to? What did you watch?
 - Are these problems typical of this community?
 - What is one serious problem?
 - What might be a possible solution?
- An RCMP officer addressed the class about crime and violence in the local community, including information about local statistics and punishment under the law for such crimes. The presentation was interpreted in ASL, allowing students to listen and view simultaneously. Students asked questions in ASL, some of which they had prepared in advance, and recorded five key points of the presentation. The class discussed the presentation and collectively agreed on the top seven points. Students assessed their own perspectives by comparing their notes with the class summary. The teacher noted the extent to which various students were able to engage in spontaneous discussion.
- Students worked in groups to generate survey questions on opinions about crime and violence. They interviewed students from other Grade 11 and Grade 12 classes (this could be done in English or ASL, depending on the makeup of the school) and then compiled and presented the results in ASL. Each student then wrote a paragraph comparing survey results, including a section on his or her personal perceptions of crime with local crime statistics.

- The class generated a list of five or six crimes, ordered them in terms of severity, and worked in small groups to determine the appropriate punishment or retribution for each crime. Groups presented their decisions, explained their reasoning, and responded to questions or challenges from other groups. (Each student was responsible for presenting and answering questions about one of the group's decisions and for responding to other groups who disagreed.) The teacher assessed students' presentations and interactions.
 - a mock parliamentary debate on a proposed change of law
Students had opportunities to prepare and practise in groups or with partners.
- Based on the results of previous activities, students worked as a class to identify three crime-related problems in their school or community and to develop interview questions in order to find possible solutions. Students worked in pairs to interview three community members, each of whom represented a different perspective. Interviewees in the school district were the principal, the counsellor, and the chair of the discipline committee. Community resources were the police school liaison officer, the mayor, and the chief of police. The pairs presented their findings in live or videotaped reports.
- Each student chose one of the following ways to demonstrate his or her ability to communicate, to give reasons and information to support a point of view, and to interact effectively in ASL:
 - a debate on an issue related to crime and violence
 - a panel discussion on an issue related to crime and violence (each participant represents a different point of view)
 - a simulated talk show on crime and violence

DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed criteria with students. The teacher emphasized that in all assignments the most important feature would be students' abilities to communicate meaning.

Presentations

Individual and pair presentations were evaluated using the following criteria:

Meaning

To what extent does the student:

- provide information that is clear, relevant, accurate, and detailed
- include research support or attribution where required
- present credible reasons and explanations for views presented

Language

- wide range of ASL vocabulary and idiom supports message
- minor errors in ASL structure do not reduce effectiveness

Organization

- clear and logical organization of ideas enhances message
- transitions are clear and appropriate

Group Interactions

The following criteria were used to evaluate students' group interactions:

Meaning

- message is clear, complete, and appropriate to the topic

Language

- wide range of ASL vocabulary and idiom supports message
- appropriate use of ASL structure

Interaction

- student uses strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in ASL, adapts known ASL structures to new situations)
- communication is fluid (pauses are brief and do not interfere with meaning)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher evaluated students' demonstrations of the learning outcomes using rating scales: one for presentations, one for interactions. Students had discussed the rating scales and used them in several previous activities.

Presentations

Rating	Criteria
A	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of ASL vocabulary and idiom supports message and enriches expression. Errors in ASL do not detract from meaning.
B	Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful ASL vocabulary, idiom, and structures, with some repetition. May include some structural errors, but these do not obscure the meaning.
C+	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. ASL structures tend to be repetitive, and there tend to be few transition words, resulting in a choppy impression. ASL vocabulary and idiom tend to be basic and concrete. May include errors in ASL structure, but meaning is clear.
C	Information is relevant and accurate but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. ASL vocabulary and structures tend to be basic and repetitive. May include errors in structure and, occasionally, fingerspelling (indicating that the student did not use a dictionary or other resources to check work), but these do not seriously affect meaning.
C-	Attempts to address the topic. Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. ASL vocabulary tends to be basic and repetitive, with little appropriate use of ASL idiom. Errors in structure and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The presentation tends to be choppy and repetitive and lacks a sense of logical organization.
I/F	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the audience to understand the presenter's views.

Group Interactions

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
A	Information or message is clear, complete, and appropriate to the topic. Interaction is effective, expressive, and shows some spontaneity. May include some short pauses. Wide range of useful ASL vocabulary and appropriate idiom. May include errors in ASL structure, but these do not reduce the effectiveness of the information. Interaction flows naturally. Body language appears natural and demonstrates attentiveness. Non-verbal cues are responded to and sometimes shape communication.
B	Information or message is generally clear and easy to understand. Interaction is sustained and expressive, but student may be hesitant. Some variety in ASL vocabulary. May include some errors in idiom. May include ASL structural errors, but these do not obscure the message. Interaction flows naturally.
C+	Information or message is appropriate to the topic. Interaction is sustained but may be hesitant and include frequent short pauses. There is some use of expression. Appropriate, basic ASL vocabulary, but may include errors in ASL idiom. May include errors in ASL structure that weaken but do not interfere with the message. Occasionally uses gestures and body language to show support and get attention.
C	Information or message is appropriate to the topic but may be unclear in parts. Interaction is hesitant, with long pauses. There is some use of expression. ASL vocabulary tends to be basic and repetitive, with little appropriate use of ASL idiom. Errors in ASL structure interfere with the message.
C-	Some parts of the information or message are unclear and may be inappropriate. Interaction is stilted, with little or no expression, and extremely hesitant, with very long pauses. ASL vocabulary is minimal and repetitive, with little appropriate use of ASL idiom. Errors in structure undermine the message.
I/F	Information or message is unclear, incomplete, or inappropriate. No interaction or flow of language in ASL.



APPENDIX E

Acknowledgments

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APPENDIX F

Glossary

The following terms are defined as they pertain specifically to this Integrated Resource Package.

American Sign Language (ASL)	A visual-gestural language indigenous to the Anglophone Deaf community in North America, using a distinct grammatical and syntactic system not derived from any spoken or written language. Varieties include old, traditional, and modern.
ASL conventions	Social and cultural norms regarding the use of ASL to communicate. Includes such things as attention-getting devices, how to interrupt a conversation, how to insert a comment, and how to change subjects.
authentic materials	Resources such as newspapers, magazines, videos, and news broadcasts, the primary purpose of which is to communicate meaning or information rather than to facilitate language learning.
authentic situations	Communicative tasks (real or simulated) that require the use of language as it would be employed in everyday life by a native user of that language. Authentic situations are distinct from artificial situations, which test particular vocabulary and structures rather than communicate meaning (e.g., memorized conversations).
contextual support	The way in which the meaning of a word, phrase, or sentence can be construed from surrounding words and sentences.
fingerspelling	The process of using a series of handshapes (referred to as the <i>manual alphabet</i>) to spell out individual letters of a word.
iconic	A relationship between a symbol and its referent in which the symbol looks or sounds like the idea or concept it represents. Found in both spoken and signed languages.

iconic signs	A visual resemblance between the sign and the idea or concept it represents. A relatively small percentage of ASL signs are iconic, otherwise people who do not know the language could easily construe meaning just by observing the movements.
initialized signs	Signs in which a particular handshape from the manual alphabet is used in the production of the sign because that handshape corresponds to a letter (usually the first letter) in a word from a spoken language that may have a similar meaning.
key features	Those visual and kinesthetic linguistic components of ASL that are required in order for the language to work. Includes such things as facial grammatical markers, physical affect markers, and the simultaneous, spatial conveyance of information.
loan signs	Signs based on fingerspelled words with modified movement to reflect the characteristics of a sign.
non-manual markers	Those parts of ASL that are required to convey meaning but that do not involve the hands. Includes the eyebrows, eye-gaze, cheeks, lips, nose, head, shoulders, and upper torso.
TTY	A device initially developed for use with telegraph communications, modified in the early 1960s to allow Deaf individuals to communicate via telephone lines. The sender types out words to be read by the receiver.
video pal	Similar to a pen pal, but correspondence is by way of exchanged videotapes.
visual noise	Distracting movements or patterns that make it hard to focus on something visually.