

British Sign Language: QED Curriculum Framework Design A1: Level One Semester One

Week	Content	Linguistic content	Cultural content	Learning outcomes
1 Introductions and Greetings	<p>1.1 Ask for and give names</p> <p>1.2 Fingerspelling skills</p> <p>1.3 Personal information</p> <p>1.4 Introducing yourself and greeting others</p>	<p>Yes / no and WH-questions using facial (eye-brow) prosody</p> <p>Pointing to persons and objects (note)</p> <p>Right or left hand</p> <p>Fingerspelling in use</p> <p>Basic word order in BSL</p> <p>Simple affirmative and negative sentences</p> <p>Simple sentences without verbs</p> <p>Simple sentences with plain verbs</p>	<p>Names in the Deaf community (Deaf and hearing names)</p> <p>Role and history of fingerspelling</p> <p>How Deaf people identify themselves</p>	<p>1.1 Ask and understand WHAT questions</p> <p>1.2 Ask and understand yes/no questions</p> <p>1.3 Read and fingerspell short names</p> <p>1.4 Point to a person or object</p> <p>1.5 Greet someone and introduce oneself</p>
Supplementary material			Gaining attention in the Deaf community	

Week	Content	Linguistic content	Cultural content	Learning outcomes
2 Exchanging Personal Information using Numbers	2.1 Introduce number signs 2.2 Introduce age signs 2.3 Introduce money signs 2.4 Ordinal numbers	Comparing numbers with other types of signs Introduction to BSL phonology: handshape, location, movement and comparing number phonology with that of other signs Exploring sub-lexical elements in number-related signs: introduction to number incorporation and bound morphemes (i.e. AGE + MANY + WH brows = HOW-OLD)	Number systems: 1- and 2-handed Regional differences in numbers	2.1 Count to 100 numerically, and to 20 using ordinal numbers 2.1.1 Give and ask for phone numbers and house numbers 2.2 Exchange information about ages 2.3 Produce and understand prices 2.4 Produce and understand the use of ordinal numbers
Supplementary material				
Week	Content	Linguistic content	Cultural content	Learning outcomes
3 Exchanging Information on Time and Date	3.1 Day of the week 3.2 Months of the year 3.3 Dates (e.g. Monday 22 nd January 2007) 3.3 Use of Time-line	The role of the mouth as a disambiguator Use of facial expression and sequential movement How time is represented in BSL (time lines, direction of movement, etc.) Referring to persons, objects and time that are not present (with	Fingerspelling loans (e.g. names of months and weeks) The use of MONTH signs Regional differences Deaf clubs and pubs, Deaf social life	3.1 Ask and reply to WH- and yes/no questions about times and dates 3.3 Produce and understand sentences referring to past, present and future time 3.3.1 Produce and understand sentences

		pointing) Number incorporation of time and date (e.g. 'next year', '2 years ago', 'yearly') Facial and head markers for adverbs of time		using correct facial and head markers for adverbs
Supplementary material				
4 Exchanging Personal Information about one's Family	4.1 Exchange family information 4.2 Family ages 4.3 More numeral signs and ages	Using space for reference Eye gaze in BSL pronouns Comparative constructions (e.g. OLDER THAN, YOUNGER THAN) 'Buoy' constructions for numbers	The Deaf Gene Deaf families Facts about Deaf people (90% hearing families) How Deaf people Identify themselves Deaf-Deaf vs. Deaf-Hearing marriage Hearing children of Deaf parents and their place in the Deaf community	4.1 Understand and talk about family members 4.2 Understand buoy and enumeration constructions and use them correctly
Supplementary material				
Week	Content	Linguistic content	Cultural content	Learning outcomes
5 Exchanging	5.1 Occupation	Verb types		5.1 To be able use signs to describe their

<p>Personal Information about one's Work and Transport</p>	<p>and transport</p> <p>5.2 Use of spatial arrangements between locations</p>	<p>Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing</p> <p>Pronouns and proforms</p> <p>Syntax</p> <p>NMFs</p> <p>Aspect and manner</p> <p>Role of the mouth</p> <p>Phonetic movement</p> <p>Classifier uses</p>		<p>job in general</p> <p>5.2 To include transport and work situations in conversations</p>
<p>Supplementary material</p>				
<p>Week</p>	<p>Content</p>	<p>Linguistic content</p>	<p>Cultural content</p>	<p>Learning Outcomes</p>
<p>6</p> <p>Food and Drink</p>	<p>6.1 Ordering a snack and/or drink</p>	<p>Verb types</p> <p>Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing</p> <p>Pronouns and proforms</p> <p>Syntax</p> <p>NMFs</p> <p>Aspect and manner</p> <p>Role of the mouth</p> <p>Phonetic movement</p>	<p>Deaf people and the way they hold a plate of food</p>	<p>6.1 To be able to order a snack and identify places to eat</p> <p>6.2 To be able to gain a range of vocabulary linking to informal foods</p>

		Classifier uses		
Supplementary material				
Week	Content	Linguistic content	Cultural content	Learning outcomes
7 Finding your way	7.1 Getting around 7.2 Giving and receiving information about places of interest	Verb types Topography Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing NMFs Aspect and manner Syntax (topic-comment structure)		7.1 To be able to identify signs for places of interest 7.2 To be able to express views on daily outings
Supplementary material		Adding affirmative/negative suffixes and affirmative/negative facial expressions		
Week	Content	Linguistic content	Cultural content	Learning outcomes
Supplementary material				
Week	Content	Linguistic content	Cultural content	Learning outcomes
8 Getting Acquainted (description of people)	8.1 Asking and responding to more detailed introductions	Verb types Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing	Name signs	8.1 Learners should be able to describe themselves and others close to them

		Pronouns and proforms NMFs Aspect and manner Syntax Phonetic movements		
Week	Content	Linguistic content	Cultural content	Learning outcomes
9 Talking about your Relations and Friends	9.1 My relations and friends 9.2 Giving information on extended families, using referents/enumerations	Verb types Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing Pronouns and proforms Syntax NMFs Aspect and manner Role of the mouth Phonetic movement Classifier uses Questions and answers	The Deaf gene Deaf families Facts about Deaf people (90% hearing families) How Deaf people identify themselves	9.1 Learners should be able to describe their family and other people in detail
Supplementary material				
Week	Content	Linguistic content	Cultural content	Learner's outcomes
10 Shopping	10.1 Identifying signs for clothes	Verb types	Describing people	10.1 Learners should be able to describe

	<p>and colours</p> <p>10.2 Discussing preferred types of clothes</p>	<p>Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing</p> <p>Pronouns and proforms</p> <p>Syntax</p> <p>NMFs</p> <p>Aspect and manner</p> <p>Role of the mouth</p> <p>Phonetic movement</p> <p>Classifier uses</p> <p>Questions and answers</p>	Identifying objects	what they are wearing or clothes that they would like to buy
Supplementary material		Adding affirmative/negative suffixes and affirmative/negative facial expressions		
Week	Content	Linguistic content	Cultural content	Learner's outcomes
11 Weather	<p>11.1 Recognising signs for types of weather</p> <p>11.2 Understanding modifications for weather signs in different seasons</p> <p>11.3 Modifying NMFs</p>	<p>Verb types</p> <p>Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing</p> <p>Pronouns and Proforms</p> <p>Syntax</p> <p>NMFs</p> <p>Aspect and manner</p>		<p>11.1 Learners should be able to include weather in conversations</p> <p>11.2 Learners should be able to use a range of NMF modifications with appropriate subtlety</p> <p>11.3 Learners should be able to sign with appropriate intensity</p>

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		Role of the mouth Phonetic movement Classifier uses Questions and answers		and speed to indicate particular meanings
Supplementary material				
Week	Content	Linguistic content	Cultural content	Learner's outcomes
12 Eating Out	12.1 Eating out 12.2 Identifying different scenarios for eating out 12.3 Discussing which food to order	Plain verbs; agent function; affective experiences; negative incorporation Yes/no questions; WH-questions ('what', 'who'); personal pronouns; spatial referencing		12.1 Learners should be able to order a three-course meal with fluency

Week	Topic	Comprehension	Linguistics	Cultural Knowledge
13-14	ASSESSMENT: <ul style="list-style-type: none"> • All contents covered • Conversation • Conduct • Presentation (video or live) • Translating visual material 	ASSESSMENT: <ul style="list-style-type: none"> • All contents covered • Conversation • Understanding presentations (video or live) • Quizzes • Q/A sessions 	All of the above	All of the above