

Course Alignment Guide

OFL026 - Beginning American Sign Language Course II

Prerequisite: Beginning American Sign Language Course I or demonstrated performance in the indicated area of study

Number of Credits: 3-4 semester hours

Course Description:

This course is based on the integration of learning outcomes across Interpersonal, Interpretive, and Presentational Modes of Communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

Statewide Learning Outcomes (Learning outcomes with an asterisk are essential.)

Interpersonal Communication: Students initiate and sustain meaningful signed, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

***By the end of the second beginning American Sign Language course,** students can show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.

a. Functional ability includes:

- asking and answering basic questions;
- giving simple explanations and excuses;
- asking for and giving simple directions and advice;
- stating simple comparisons and contrasts;
- making selections and participating in basic negotiations; and
- stating what people, places, and things are like with some details.

b. Students use culturally appropriate hand, body, and facial gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.

Sample Contexts, Tasks, and Topics

- Students can exchange some personal information (e.g., address, email address, hearing status, people's characteristics and personalities).

- Students can exchange some information using texts, graphs, or pictures (e.g., dates, times, places, and events on schedules, posters, and tickets; weather maps; numbers or statistics in graphs).
- Students can ask for and give simple directions to a place or event.
- Students can make plans, share opinions and preferences, and interact with others in everyday situations (e.g., accept or reject invitations, invite and make plans with someone, order a meal, make purchases).

Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.

Sample Contexts, Tasks, and Topics

- Students can have conversations on a greater variety of familiar topics (e.g., family, household tasks, hobbies and interests, school or work).
- Students can ask and answer questions on factual information familiar to them (e.g., questions related to arts and literature, social sciences, sciences, current events).
- Students can use the language to meet basic needs in familiar situations (e.g., ask for help at school, work, or in the community; make appointments or reservations; arrange for transportation, such as by train, bus, taxi, or a ride with friends).

Interpretive Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, song lyrics, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of texts and media.

- *By the end of the second beginning American Sign Language course,** students can demonstrate understanding of the main idea, as well as some details, and idiomatic and formulaic expressions, in a variety of texts and media.
- a. Students can use keywords and phrases to understand simple texts and media on familiar topics, with or without visual support, such as photos or objects.
 - b. Students use context cues for basic comprehension.
 - c. Students use their own cultural background and some easily recognizable elements from American Deaf culture to derive meaning.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and some details in simple exchanges on familiar topics (e.g., conversations between a student/instructor, customer/sales clerk, parent/child, friend/friends; where one lives or works; free-time activities, interests).
- Students can demonstrate understanding of the main idea and some details in simple, short reports on familiar topics (e.g., news programs, student presentations; documentaries on historical, artistic, social, or political events).
- Students can demonstrate understanding of the main idea and some details about people, places, and things, as well as products, practices, and perspectives of American Deaf culture.

Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a variety of texts and media.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and many details of an event or news report (e.g., expositions, concerts, job fairs, cultural events; current or historical events; stories about social or political issues).
- Students can identify the main idea and many details about an unfamiliar film on a familiar topic (e.g., movie trailers, online videos, TV broadcasts).
- Students can demonstrate understanding of the main idea and many details of an exchange between people (e.g., conversations about arts and literature, social sciences, sciences, or current events).

Presentational Signing: Students give live or recorded presentations to diverse audiences for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of American Deaf culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

***By the end of the second beginning American Sign Language course,** students can make simple presentations on familiar topics using phrases and sentences that they have practiced.

a. Functional ability includes:

- giving simple explanations and directions;
- presenting simple comparisons and contrasts; and
- stating what people, places, and things are like with some details.

b. Students use practiced, culturally appropriate hand, body, and facial gestures and formulaic expressions.

Sample Contexts, Tasks, and Topics

- Students can present some basic information about themselves and others (e.g., family, friends, and school; where they work and what they do; likes and dislikes, such as free-time activities).
- Students can present some basic information about familiar people, places, or things (e.g., historical figures, favorite musical group, actor, or author; landmarks, vacation locations; weather; clothing; useful websites).
- Students can give some basic instructions on how to make or do something (e.g., preparing something simple to eat, giving simple directions to a nearby location or online resource, how to plan a trip).
- Students can present some basic information about things they have learned (e.g., simple science experiments; some basic cultural products, practices, and perspectives; historic or academic facts).
- Students can present simple song lyrics, skits, or dramatizations (e.g., children's stories, proverbs, poems, or nursery rhymes; skits, practiced dialogs, or speeches).

Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.

Sample Contexts, Tasks, and Topics

- Students can present basic information about people, activities, events, and experiences with many details (e.g., physical appearance, personality, and biographical information about friends, family members, or well-known people; school or workplace; sports; places they have visited or want to visit).
- Students can present basic instructions, plans, and directions (e.g., the rules of basic games; multi-step directions for preparing a basic recipe; weekend, summer, holiday, or vacation plans; how to access medical care or other services; future work or personal pursuits).
- Students can give basic presentations where they express thoughts and reactions on topics of interest (e.g., movies or television shows; well-known athletes, celebrities, historical figures, or authors; events they have learned about or researched).