

## Course Alignment Guide OFL027 - Intermediate American Sign Language Course I

**Prerequisite:** Beginning American Sign Language Course II 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 can consistently perform in the Novice range while more abilities emerge and develop 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 first intermediate American Sign Language course,** students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.

- a. Functional ability includes:
  - asking and answering a greater variety of questions;
  - satisfying basic needs and/or handling simple transactions;
  - making simple requests, apologies, and excuses;
  - stating simple contradictions;
  - giving simple advice and recommendations; and
  - giving short explanations or stating what people, places, and things are like with many details.
- b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.
- c. Students recognize and use some culturally appropriate vocabulary, expressions, as well as some hand, facial, and body gestures when participating in everyday interactions.
- d. Students can conform to cultural behaviors in familiar situations.
- e. Students may also be able to correct their own errors.

### **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).

**Students are also working towards** participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.

### **Sample Contexts, Tasks, and Topics**

- Students can initiate, maintain, and conclude conversations on a wide variety of familiar topics (e.g., daily routines, interests and hobbies, preferences, courses, work, short- and long-term plans).
- Students can use the language to handle tasks related to personal needs (e.g., request phone or car service, arrange for a make-up exam, or reschedule an appointment).
- Students can ask for information, details, and explanations in casual conversation on subjects of personal interest or interview someone.

**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 first intermediate American Sign Language course,** students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics with or without visual support, such as photos or objects, in a variety of texts and media.

- a. Students can sometimes use context to figure out overall meaning.
- b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of American Deaf culture to interpret texts.

### **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).

**Students are also working towards** demonstrating understanding of the main idea and many details on a wide 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 in reports (e.g., the importance of sporting events, strikes, unemployment).
- Students can demonstrate understanding of the main idea and many details of interviews and reports from a variety of people (e.g., reporter, visitor, politician, actor, well-known person, author, tour guide).
- Students can demonstrate understanding of the main idea and many details of an exchange (e.g., discussions about arts and literature, social sciences, sciences, 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 first intermediate American Sign Language course,** students can create with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.

- a. Functional ability includes:
  - giving simple explanations or advice;
  - telling why one should do or say something;
  - presenting short comparisons and contrasts;
  - making very simple predictions and hypotheses; and
  - giving short explanations or stating what people, places, and things are like with some details.
- b. Students can use some culturally appropriate vocabulary, expressions, and hand, facial, and body gestures, and their presentations reflect some knowledge of cultural differences related to signed communication.

### 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).
- Students can present short song lyrics, skits, or dramatizations of their own creation or from American Deaf culture (e.g., children's stories, proverbs, poems, or nursery rhymes; skits, practiced

dialogs, narratives, or speeches).

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

### **Sample Contexts, Tasks, and Topics**

- Students can make presentations about personal and social experiences, as well as other activities (e.g., childhood or past experiences, social events, something they did, future plans, aspirations).
- Students can make presentations on something learned or researched (e.g., current or historical events; well-known people or landmarks; similarities or differences in cultural practices, products, and perspectives; topics from academic subjects, such as science, mathematics, or art).
- Students can make presentations and express opinions about common interests and issues (e.g., identify favorite movies, song lyrics, books, plays, or works of art and tell why students like them; identify well-known people, historical or influential figures and tell why they are important; react to current events and explain why they are newsworthy).