

Course Alignment Guide OFL028 - Intermediate American Sign Language Course II

Prerequisite: Intermediate 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 Intermediate range while a few abilities emerge in the Advanced 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 intermediate American Sign Language course,** students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.

a. Functional ability includes:

- asking and answering a wide variety of questions;
- expressing why someone should do or say something;
- stating differences of opinion;
- giving short explanations or justifications; and
- commenting on or stating what people, places, and things are like with many details.

b. Students can communicate about more than the “here and now,” making simple predictions and hypotheses.

c. Students recognize and use some culturally appropriate vocabulary and 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 continue to develop self-monitoring skills.

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.

Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

Sample Contexts, Tasks, and Topics

- Students can exchange information related to areas of mutual interest (e.g., ask for and provide information about specific events, hobbies, or lifestyles, such as vegetarianism; ask for and provide descriptions of people, places, and things; talk about family history, jobs, or career plans).
- Students can use the language to do a task that requires multiple steps (e.g., ask for, follow, and/or give instructions or directions to prepare food or to get from one place to another; tell someone how to access information online; explain basic rules, regulations, and policies that apply in everyday situations).
- Students can use the language to handle a situation with a complication (e.g., return an unwanted item, find lost luggage, or plan an outing 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 intermediate American Sign Language course,** students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics with or without visual support, such as photos or props, in a variety of texts and media.

- a. Students can often use context to figure out overall meaning.
- b. Students use their increasing knowledge of American Deaf culture to interpret 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).

Students are also working towards demonstrating understanding of the main idea and most details on

a wide selection of familiar topics in a variety of texts and media, even when something unexpected occurs.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and most details in reports on a wide variety of cultural topics (e.g., events, products, or well-known people) in a variety of texts (e.g., documentaries, news broadcasts).
- Students can demonstrate understanding of the main idea and most details on a wide variety of texts and media (e.g., stories, recorded books, summaries, speeches, films, videos).
- Students can demonstrate understanding of the main idea and most details of conversations (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 second intermediate American Sign Language course,** students can create with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

a. Functional ability includes:

- giving simple explanations, advice, recommendations, and opinions;
- giving reasons why one should do or say something;
- making simple predictions and hypotheses; and
- giving short explanations or stating what people, places, and things are like with many details.

b. Students 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 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).
- Students can present 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, or

speeches).

Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

Sample Contexts, Tasks, and Topics

- Students can present on academic and work topics (e.g., historical events, well-known or influential people; environmental issues; the series of steps needed to complete tasks or experiments; qualifications and goals for academic programs or jobs).
- Students can present on events, activities, and topics of interest (e.g., something learned from the media; personal, historical, or cultural events; hobbies or lifestyle; history/current status of a school, organization, or company; future plans and aspirations).
- Students can present and defend their own opinions and practices when comparing them with others' perspectives (e.g., audism, cochlear implants, deaf gain, or deaf space; rules or policies, such as cell phone use and etiquette, or requirements for driving; common issues, such as curfews, smoking in public places; current events topics, such as recycling, nutrition and exercise, the food supply, gun control, education, conservation, and climate change).