**World Language: American Sign Language -  Content Knowledge**

**DIRECTIONS:** In order to meet the Content Knowledge Requirements candidates must show that they have had undergraduate or graduate coursework that fulfills the Domains of the Subject Matter Requirements (SMRs) as set down by the Commission on Teacher Credentialing. Using this form read the domains listed on the left. In the right-hand column, list the Course Number, title, and catalog description in which you think the domain outlined was covered. It must be a course that is on your transcript. It can be from a Community College or 4-year institution or a graduate school. Courses from Teacher Education programs cannot be included. Professional development courses do not count. It is very likely that you may list more than one course for each domain, it is preferable that you do so. It is also likely that one course may fulfill several domains. **You will need to include a copy of your transcripts (unofficial are acceptable) in your email.**

When complete, save the document titling it (last name)(first name)(Content area)(net id)2022 and send it to smc@csueastbay.edu . In the Subject Line of the email write “Content Knowledge (Last Name).”  If these conventions must be followed for your submission to be reviewed.

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Net ID**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Undergraduate/Graduate Schools Attended**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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| **Domain 1. General Linguistics (Subtest 2)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg MLL 131 Elementary American Sign Language I. )** |
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| Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers (2002) and reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). |  |
| Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages, both spoken and signed, and the ways in which linguistics describes and categorizes language structures. |  |
| They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. |  |
| Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. |  |
| They demonstrate a thorough understanding of language acquisition, including the processes by which additional languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture. |  |
| **Domain 2: Linguistics of the Target Language – American Sign Language (ASL). (Subtest 2, Error Analysis Only in Subtest III)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg MLL 131 Elementary American Sign Language I. )** |
| Candidates demonstrate a broad and deep knowledge of American Sign Language (ASL)  linguistics at the postsecondary level, as reflected in the Foreign Language Framework  for California Public Schools, Kindergarten through Grade Twelve (2003). |  |
| Candidates demonstrate an understanding of ASL, including phonological structures, the rules by which lexical items are formed, and the ways in which phrases, clauses, and sentences  are structured, and can explain the major levels and features of ASL grammar. |  |
| They are able to describe ASL phonological features, transcription conventions, morphological rules, syntactic patterns, and semantics. |  |
| Candidates are able to describe the rules for sign and sentence formation, as well as the structure, function, and meaning of ASL discourse, including pragmatic features, sociolinguistic features, and features for producing coherence in discourse. |  |
| Candidates are familiar with rhetorical and stylistic devices and the levels of language appropriate for various tasks and communicative  purposes. |  |
| In addition, candidates understand the historical changes in ASL and its  variations, including differences in articulation, vocabulary, and grammatical structures,  as well as register. |  |
| **Domain 3: Literary and Cultural Texts and Traditions (Subtest 1)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg MLL 131 Elementary American Sign Language I. )** |
| Candidates demonstrate a broad and deep knowledge of American Sign Language (ASL)  and American Deaf culture literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). |  |
| Candidates are familiar with major American Sign Language literary and intellectual movements,  genres, creators, and works. |  |
| Candidates are also familiar with major English-language works written by Deaf people within American Deaf culture. |  |
| Candidates demonstrate the ability to analyze, interpret, and synthesize ideas as well as critical issues from a wide range of creators and thinkers across a variety of forms and media. |  |
| They understand the historical, social, and cultural contexts in which literary and cultural  texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape American Deaf culture. |  |
| Finally, candidates use literary and cultural texts to interpret and reflect upon the  perspectives of American Deaf culture over time. |  |
| **Domain 4. Cultural Analysis and Comparisons:** **(Subtest 1)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg MLL 131 Elementary American Sign Language I. )** |
| Candidates possess a broad and deep knowledge of American Deaf culture and demonstrate an understanding of the interrelationships among the processes, perspectives, practices, and products of American Deaf culture at the postsecondary level, as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). |  |
| Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. |  |
| They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of American Deaf culture. |  |
| Candidates exhibit familiarity with daily living patterns, cultural attitudes and priorities, contemporary and historical issues, social institutions, and significant artistic and literary works in American Deaf culture. |  |
| They are able to identify the roles and contributions of major figures and notable individuals in American Deaf culture and references made to them. |  |
| Candidates are able to interpret ideas, values, and beliefs that represent American Deaf culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in American Deaf culture with those of other cultures. |  |
| **Domain 5: Language and Communication: Receptive Comprehension. (Subtest 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg MLL 131 Elementary American Sign Language I. )** |
| Candidates demonstrate proficiency in the comprehension of American Sign Language (ASL) discourse as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). |  |
| Candidates demonstrate the ability to understand ASL discourse for various purposes in different contexts, including a variety of message types and levels of formality, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. |  |
| They demonstrate the ability to comprehend and make inferences about both limited and extended ASL discourse, including monologues, conversations, news reports, narratives and descriptions in various time frames, speeches, and debates. |  |
| Candidates are not only able to identify the main ideas and supporting details of ASL discourse, but also to infer the meaning of unfamiliar signs from their contexts, understand ASL discourse on a number of levels, analyze it from multiple perspectives, and give detailed personal interpretations that are supported by a broad range of cultural knowledge and understanding. |  |
| Finally, they demonstrate the ability to think critically about ASL discourse and to evaluate it in relation to stylistic variations and social relationships, as well as the signer's purposes, assumptions, and intended audience. |  |
| **Domain 6: Language and Communication: Expressive Production (Subtest 3)** | **List Course Number(s), Title(s) and include the catalog description. (All college/university catalogs are online and contain course descriptions. These are necessary especially for classes with generic names, eg MLL 131 Elementary American Sign Language I. )** |
| Candidates demonstrate proficiency in the production of American Sign Language (ASL) discourse as reflected in the Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve (2003). |  |
| Candidates demonstrate the ability to communicate effectively in ASL in everyday situations and react competently when asked to respond to a complication or an unexpected turn of events. |  |
| They communicate clearly and accurately to participate effectively in most formal and informal signed conversations on practical, social, professional, and abstract topics and are able to narrate and describe in multiple dimensions of time, providing detailed accounts and exhibiting good control of aspect. |  |
| Candidates demonstrate the ability to communicate effectively in ASL using correct articulation for various purposes in different contexts and employ a variety of message types. |  |
| Candidates accurately express ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. |  |
| They are able to deliver presentations on a wide range of topics, employing communication strategies and language tailored to the situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse. |  |