



California Subject Examinations for Teachers®

TEST GUIDE

LANGUAGES OTHER THAN ENGLISH— AMERICAN SIGN LANGUAGE (ASL)

SUBTEST I

Subtest Description

This document contains the Languages Other Than English (LOTE)—American Sign Language (ASL) subject matter requirements arranged according to the domains covered by Subtest I of CSET: American Sign Language. In parentheses after each named domain is the domain code from the LOTE—ASL subject matter requirements.

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**Languages Other Than English—American Sign Language (ASL)
Subtest I: Literary and Cultural Texts and Traditions;
Cultural Analysis and Comparisons**

**Part I: Content Domains for Subject Matter Understanding and Skill in
Languages Other Than English—American Sign Language (ASL)**

LITERARY AND CULTURAL TEXTS AND TRADITIONS (SMR Domain 3)

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.

0001 Major Movements, Genres, Writers, and Works (SMR 3.1)

- a. Demonstrate an understanding of major movements, genres, creators, and works in the literature of ASL.
- b. Demonstrate an understanding of the historical, social, and cultural influences on ASL works.
- c. Use knowledge of ASL literary and cultural traditions to interpret changes in American Deaf culture over time.
- d. Demonstrate an understanding of the ways in which ASL literary and intellectual works and movements both reflected and shaped American Deaf culture.
- e. Demonstrate an understanding of English-language literary and cultural texts written by Deaf people within American Deaf culture.

0002 Analysis of ASL and American Deaf Culture Literary and Cultural Texts (SMR 3.2)

- a. Analyze and interpret a wide range of ASL literary and cultural works in a variety of forms (e.g., folk tales, short stories, jokes, sign songs, ABC stories, poetry, personal narratives, drama, biography, history).

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- b. Evaluate the use of language (e.g., vocabulary, register, function, tempo, rhythm) in ASL works to convey meaning, to inform, to persuade, or to evoke a response.
- c. Analyze the elements of ASL literary and cultural works (e.g., setting, plot, theme, character, tone, style).
- d. Interpret the use of rhetorical and literary techniques (e.g., rhyme, repetition, metaphor, personification) in ASL literary and cultural works.
- e. Analyze and interpret English-language literary and cultural works written by Deaf people within American Deaf culture.

CULTURAL ANALYSIS AND COMPARISONS (SMR Domain 4)

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.

0003 The Nature of Culture and Cultural Processes (SMR 4.1)

- a. Demonstrate an understanding of the nature and components of culture. For example:
 - ◆ definitions of culture
 - ◆ intragroup (e.g., ethnicity, generations, race, microcultures) and intergroup differences
 - ◆ values, beliefs, and expectations
 - ◆ educational, social, and political systems
 - ◆ roles, identity, and status (e.g., race, gender, ethnicity, social class, age, occupation, educational level, cultural identity)
- b. Demonstrate an understanding of cross-cultural and intercultural interactions. For example:
 - ◆ processes of cultural contact (e.g., assimilation, acculturation, accommodation, enculturation, deculturation, biculturalism)
 - ◆ the nature of pluralism and multiculturalism
 - ◆ the dynamics of oppression (e.g., ethnocentrism, stereotyping, prejudice, discrimination)

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0004 Cultural Processes in American Deaf Culture (SMR 4.2)

- a. Demonstrate an understanding of how cultural processes exemplify cultural perspectives in American Deaf culture. For example:
 - ◆ processes of cultural contact (e.g., assimilation, acculturation, enculturation, biculturalism) and their role in American Deaf culture, including responses to contact with others (e.g., creation of stereotypes and anti-stereotypes, growth of activism, emergence and creation of unifying themes, promulgation of warnings about others, historical changes in the relationship with others)
 - ◆ processes of cultural development and perspectives within American Deaf culture (e.g., processes that define, categorize, include, and marginalize who is Deaf; processes of linguistic, cultural, and social development among Deaf children; processes of learning to be Deaf at different ages; processes of transmitting Deaf culture across generations)
 - ◆ the nature of pluralism, multiculturalism, and cultural variation within American Deaf culture
 - ◆ the dynamics of audism (e.g., oppression, discrimination) that affect American Deaf culture

0005 Cultural and Historical Perspectives in American Deaf Culture (SMR 4.3)

- a. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within American Deaf culture, and analyze their influence on the culture's development and evolution.
- b. Demonstrate familiarity with the formation of ASL and Deaf communities and how they influence the development and evolution of American Deaf culture.
- c. Demonstrate an understanding of how political, social, economic, and educational systems and institutions are shaped by and influence American Deaf culture.
- d. Demonstrate an understanding of how the development of American Deaf culture and the interaction of Deaf and hearing cultures influence the development of ASL.
- e. Demonstrate an understanding of how American Deaf culture employs, influences, and interacts with technology, including attitudes toward technology within American Deaf culture.
- f. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward American Deaf culture.
- g. Analyze how political perspectives and legislation influence the development and evolution of American Deaf culture.

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0006 Cultural Practices in American Deaf Culture (SMR 4.4)

- a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives in American Deaf culture. For example:
- ◆ rituals, values, and traditions (e.g., rituals of greeting and leave-taking)
 - ◆ social practices and institutions (e.g., Deaf marriages, Deaf gatherings)
 - ◆ social status and social relationships
 - ◆ rules governing social and communication interactions (e.g., attention getting, sight lines, turn taking)
 - ◆ patterns of work and leisure

0007 Cultural Products of American Deaf Culture (SMR 4.5)

- a. Demonstrate an understanding of how the products of American Deaf culture exemplify its cultural perspectives. For example:
- ◆ works of art (e.g., painting, sculpture, handicrafts)
 - ◆ architecture (e.g., design of visual environments)
 - ◆ artistic performance (e.g., storytelling, theatre, dance)
 - ◆ literary works
 - ◆ media (e.g., publications, web sites)
 - ◆ technology
 - ◆ television, video, film
 - ◆ entertainment (e.g., Deaf sporting events, conferences, captioned movies)