

American Sign Language Interpreter Framework

CIP Code: 161603

Total Framework Hours:

Course: American Sign Language Interpreter – Year 1

Exploratory: ☐ Preparatory: ☐

COMPONENTS AND COMPETENCIES

Performance Assessment:

Grammatical components are imbedded throughout all standards and assessments.

STANDARDS AND COMPETENCIES

Standard: Grammar – Year 1

Total Learning Hours for Standard:

Competency	Competency Description
	<p>Grammatical Components:</p> <ul style="list-style-type: none"> • Core vocabulary for ASL 101 • Numbers <ul style="list-style-type: none"> ○ Cardinals 1-100 ○ Ordinal numbers 1-9 ○ Ages • Classifiers <ul style="list-style-type: none"> ○ Pronominal ○ Size and shape specifiers ○ Locatives • Sentence Types <ul style="list-style-type: none"> ○ Declaratives ○ Why-questions ○ Yes-No questions ○ Imperatives (commands) ○ Topicalization ○ Negatives • Manual Alphabet • Sign Parameters • Glosses • Dominant / non- dominant hand use • Pronouns <ul style="list-style-type: none"> ○ Personal ○ Plural ○ Classifier • Determiners <ul style="list-style-type: none"> ○ Possessives • Spatial Agreement <ul style="list-style-type: none"> ○ Eye-gaze ○ Distance ○ Signer's perspective ○ Real world orientation • Time indicators / ASL timeline

<i>EALRs or GLEs (Taught & Assessed in Standards)</i>			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
<i>SKILLS</i>			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

Performance Assessments:

- In a group, students will create a PowerPoint or pamphlet describing different career opportunities using ASL.
- In all presentations, student will exhibit interpreter professional protocol.

STANDARDS AND COMPETENCIES			
Standard: Professional/Career – Year 1			Total Learning Hours for Standard:
Competency	Competency Description		
	Careers using ASL		
	Interpreter dress code – contrasting skin tone clothing		
	Becoming the speaker – first person		
EALRs or GLEs (Taught & Assessed in Standards)			
Writing		Math	
3.3.4	Applies punctuation rules.		
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			

Leadership:**Group Skills**

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

2.2 The student will demonstrate knowledge of conflict resolution and challenge management.

2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Employability:

1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including *computers and other technologies*.

Technology

- Select technology
- Apply technology to task
- Maintain and troubleshoot equipment

1.5 The student will use *interpersonal skills* to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.

Interpersonal Skills

- Participates as a member of a team
- Teaches others new skills
- Serves clients/customers
- Exercises leadership
- Negotiates
- Works with diversity

Analytical, Logical & Creative Thinking:**Relevance to Work:****Performance Assessments:**

- Students will role-play a dialogue that shares the cultural norm for introducing yourself.
- In pairs, student will demonstrate conversation skills that include questions, expressing opinions, and using natural looking prosody.

STANDARDS AND COMPETENCIES**Standard: Function – Year 1****Total Learning Hours for Standard:****Competency****Competency Description**

Functional Components:

- Introducing oneself
- Describing locations / surroundings
- Responding, confirming, negating
- When to fingerspell
- Exchanging personal information
- Describing family

	Expressing wants ASL proficiency at Novice High level: <ul style="list-style-type: none">• Vocabulary• Use Classifiers for objects, beings and movements• ASL grammar for use of space• Storytelling – narration and dialogue• Grammar for stories – verb types, sent types, time and contrastive structure		
	Can introduce and have basic-survival – Deaf/Hearing conversation		
	Talking about where you live		
	Introductions: <ul style="list-style-type: none">• Self• Family• Friends• Schools• Likes and dislikes		
	Ask questions about others		
EALRs or GLEs (Taught & Assessed in Standards)			
Writing		Math	
3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.		
Reading		Reading	
Communications		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership: Individual Skills: 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.			
Group Skills: 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.			
Employability: 1.2 The student will demonstrate the ability to acquire and use <i>information</i> in a family, community, business and industry setting. <i>Information</i> <ul style="list-style-type: none">• Acquire and evaluate information• Organize and maintain information• Interpret and communicate information• Use computer to process information 1.3 The student will demonstrate an understanding of complex inter-relationships (<i>systems</i>).			

Systems <ul style="list-style-type: none"> • Understand systems • Monitor and correct performance • Improve or design systems <p>1.5 The student will use <i>interpersonal skills</i> to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Participates as a member of a team • Teaches others new skills • Serves clients/customers • Exercises leadership • Negotiates • Works with diversity
Analytical, Logical & Creative Thinking:
Relevance to Work:

Performance Assessments:

- Students will write a research paper on teacher’s choice of : DPN, Famous Deaf Americans, Audiology
- Given a deaf/blind experience (mobility, tunnel goggles, “Very, Very ASL” video), students will write a reflective paper that demonstrates a deeper understanding of deaf/blind community.
- Students will create and perform an ASL folk lore story/poem (Sign Off)
- Students will use and demonstrate culturally appropriate techniques to negotiate a deaf environment.

STANDARDS AND COMPETENCIES

Standard: Culture –Year 1		Total Learning Hours for Standard:	
Competency	Competency Description		
	Audiological aspects -Beginning basic understanding of “The Ear” and causes of hearing loss and deafness		
	“Deaf Americans”, “deaf can do anything except hear” concept		
	Deaf/blindness		
	Deaf History - Laurent Clerc and Thomas Gallaudet/American School for the Deaf		
	Deaf President Now		
	ASL Poetry		

EALRs or GLEs (Taught & Assessed in Standards)

Writing		Writing	
1.1.1	Analyzes and selects effective strategies for generating ideas and planning writing.	1.3.1	Revises text, including changing words, sentences, paragraphs, and ideas.
1.5.1	Publishes in formats that are appropriate for specific audiences and purposes.	3.3.2	Spells accurately in final draft.

3.3.4	Applies punctuation rules.		
Reading		Reading	
Communications		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership: Individual Skills: 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. Community and Career Skills: 3.2 The student will demonstrate social responsibility in family, community, and business and industry. 3.3 The student will understand their role, participate in and evaluate community service and service learning activities.			
Employability: 1.2 The student will demonstrate the ability to acquire and use <i>information</i> in a family, community, business and industry setting. <i>Information</i> <ul style="list-style-type: none"> • Acquire and evaluate information • Organize and maintain information • Interpret and communicate information • Use computer to process information 1.3 The student will demonstrate an understanding of complex inter-relationships (<i>systems</i>). <i>Systems</i> <ul style="list-style-type: none"> • Understand systems • Monitor and correct performance • Improve or design systems 1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including <i>computers and other technologies</i> . <i>Technology</i> <ul style="list-style-type: none"> • Select technology • Apply technology to task • Maintain and troubleshoot equipment 			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			