

# American Sign Language Interpreter Framework

CIP Code: 161603

Total Framework Hours:

Course: American Sign Language Interpreter Year 2

Exploratory: ☐ Preparatory: ☐

## COMPONENTS AND COMPETENCIES

### Performance Assessment:

Grammatical components are imbedded throughout all standards and assessments.

### STANDARDS AND COMPETENCIES

Standard: Grammar – Year 2

Total Learning Hours for Standard:

Competency	Competency Description
	<p>Translate from prepared text:</p> <ul style="list-style-type: none"> <li>ASL to English</li> <li>English to ASL</li> </ul>
	<ul style="list-style-type: none"> <li>Core Vocabulary for ASL Year 2 (ASL 102)</li> <li>Numbers <ul style="list-style-type: none"> <li>Cardinals 1-99,999</li> <li>Ordinals – floors and labels</li> <li>Money</li> <li>Labels</li> <li>Ranges</li> <li>Height</li> <li>Time</li> </ul> </li> <li>Number incorporation <ul style="list-style-type: none"> <li>Age</li> <li>Time</li> <li>Money</li> <li>O'clock</li> <li>Pronouns</li> </ul> </li> <li>Verb types <ul style="list-style-type: none"> <li>Plain</li> <li>Inflecting</li> <li>Spatial</li> </ul> </li> <li>Sentence structures <ul style="list-style-type: none"> <li>Subject – object – verb</li> <li>Object – subject – verb</li> <li>Topicalization <ul style="list-style-type: none"> <li>In O-S-V sentences</li> <li>Combined with function structures</li> <li>Conditional Sentences</li> </ul> </li> <li>Classifier predicates</li> </ul> </li> <li>Determiners <ul style="list-style-type: none"> <li>Indexing vs. possessives</li> </ul> </li> <li>Lexicalized fingerspellings</li> </ul>

	Functional Components <ul style="list-style-type: none"><li>• Telling about activities</li><li>• Getting attention</li><li>• Giving directions</li><li>• Making requests / suggestions</li><li>• Asking for clarification</li><li>• One-handed signing</li><li>• Giving opinions</li><li>• Negotiating a signing environment</li><li>• Describing characteristics</li><li>• Offering assistance</li><li>• Accepting and declining offers</li><li>• Confirming, negating, repeating</li></ul>		
EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Reading	
Communications		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership:			
Employability:			
Analytical, Logical & Creative Thinking:			
Relevance to Work:			

### Performance Assessments:

Through a skit, students will have to demonstrate incorrect and correct usage of professional code of conduct (NIC) in the role of interpreter.

<b>STANDARDS AND COMPETENCIES</b>		
<b>Standard: Professional/Career – Year 2</b>		<b>Total Learning Hours for Standard:</b>
<b>Competency</b>	<b>Competency Description</b>	
	Understand possible career choices	
	Describe terp role – code of ethics	
	Interpreter dress code	

	Usage within established jobs held by students		
<b><i>EALRs or GLEs (Taught &amp; Assessed in Standards)</i></b>			
<b>Writing</b>		<b>Math</b>	
1.6.2	Uses collaborative skills to adapt writing process.		
<b>Reading</b>		<b>Reading</b>	
<b>Communications</b>		<b>Social Studies</b>	
<b>Art</b>		<b>Health and Fitness</b>	
<b><i>SKILLS</i></b>			
<b>Leadership:</b> <b>Individual Skills</b> 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.			
<b>Group Skills</b> 2.2 The student will demonstrate knowledge of conflict resolution and challenge management.			
<b>Community and Career Skills</b> 3.1 The student will analyze the roles and responsibilities of citizenship. 3.2 The student will demonstrate social responsibility in family, community, and business and industry. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real-life.			
<b>Employability:</b> 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"> <li>• Acquire and evaluate information</li> <li>• Organize and maintain information</li> <li>• Interpret and communicate information</li> <li>• Use computer to process information</li> </ul> 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. <i>Interpersonal Skills</i> <ul style="list-style-type: none"> <li>• Participates as a member of a team</li> <li>• Teaches others new skills</li> </ul>			
<b>Analytical, Logical &amp; Creative Thinking:</b>			
<b>Relevance to Work:</b>			

**Performance Assessments:**

Students will tell a story that includes describing people, relationships, and time.

**STANDARDS AND COMPETENCIES****Standard: Function – Year 2****Total Learning Hours for Standard:**

Competency	Competency Description
	Exchange information about people, occupations, routines, directions, requests
	Describe other nationalities
	Describing characteristics (people)
	Descriptions of people, locations, relationships between
	Can describe: <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• School Events (for dialogue generation)</li> </ul>
	ASL conversation in a signing environment-culturally appropriate strategies
	ASL proficiency at Int Low Level (rec & exp): <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Use of grammatical structures for storytelling including narration and dialogue</li> <li>• Grammatical structures</li> <li>• Make presentations with fluency</li> </ul>

**EALRs or GLEs (Taught & Assessed in Standards)**

Writing		Writing	
3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.	3.1.2	Analyzes and selects effective organizational structures.
Reading		Science	
Communications		Social Studies	
Art		Health and Fitness	

**SKILLS****Leadership:****Individual Skills**

1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.

1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.

**Employability:**

1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry setting.

**Information**

- Acquire and evaluate information

<ul style="list-style-type: none"> <li>• Organize and maintain information</li> <li>• Interpret and communicate information</li> <li>• Use computer to process information</li> </ul>
<b>Analytical, Logical &amp; Creative Thinking:</b>
<b>Relevance to Work:</b>

### Performance Assessment:

- Students will create and perform an ASL folk lore story/poem (Sign Off)(Years 1-3)
- Students will use and demonstrate culturally appropriate techniques to negotiate a Deaf environment. (Years 1-3)
- Students will use available technology to complete a project that will be teachers choice of the following:
  - Deaf/blindness
  - Audiology
  - Cochlear implants
  - Deaf education
  - History culture
  - Other relative topic
- Cross cultural communication – students will be able to research and debate at least one side of an issue and write a follow up paper.

### STANDARDS AND COMPETENCIES

Standard: Culture – Year 2			Total Learning Hours for Standard:	
Competency		Competency Description		
	Knows and appreciates history culture, community and sub-cultures			
	Cross cultural communication			
	Deaf/Blind community			
	ASL poetry			
	Devices			
	Knows and begins to understand school placement for Deaf & Hard of Hearing students			
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.		3.1.1	Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
3.3.4	Applies punctuation rules.		4.2.1	Evaluates and adjusts writing goals using criteria.
Reading			Communications	

Science		Social Studies	
Art		Health and Fitness	
<b>SKILLS</b>			
<p><b>Leadership:</b></p> <p><b>Individual Skills</b></p> <p>1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.</p> <p>1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.</p> <p>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.</p> <p><b>Group Skills</b></p> <p>2.1 The student will communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p> <p>2.2 The student will demonstrate knowledge of conflict resolution and challenge management.</p> <p>2.4 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.</p> <p><b>Community and Career Skills</b></p> <p>3.6 The student will understand the importance and utilize the components and structure of community based organizations.</p>			
<p><b>Employability:</b></p> <p>1.2 The student will demonstrate the ability to acquire and use <i>information</i> in a family, community, business and industry setting.</p> <p><i>Information</i></p> <ul style="list-style-type: none"> <li>• Acquire and evaluate information</li> <li>• Organize and maintain information</li> <li>• Interpret and communicate information</li> <li>• Use computer to process information</li> </ul> <p>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>.</p> <p><i>Technology</i></p> <ul style="list-style-type: none"> <li>• Select technology</li> <li>• Apply technology to task</li> <li>• Maintain and troubleshoot equipment</li> </ul> <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><i>Interpersonal Skills</i></p> <ul style="list-style-type: none"> <li>• Participates as a member of a team</li> <li>• Teaches others new skills</li> <li>• Works with diversity</li> </ul>			
<b>Analytical, Logical &amp; Creative Thinking:</b>			
<b>Relevance to Work:</b>			