

American Sign Language Interpreter Framework

CIP Code: 161603

Total Framework Hours:

Course: American Sign Language Interpreter – Year 3

Exploratory: ☐ Preparatory: ☐

COMPONENTS AND COMPETENCIES

Performance Assessment:

Grammatical components are imbedded throughout all standards and assessments.

STANDARDS AND COMPETENCIES

Standard: Grammar – Year 3

Total Learning Hours for Standard:

Competency	Competency Description
	Grammatical Components: <ul style="list-style-type: none"> Core vocabulary for ASL 103 Idioms and expressions Compound signs Numbers <ul style="list-style-type: none"> Cardinals 1-999 million Systems – movement for 67, 68, 69, 76, 78, 79, 86, 87, 89, 96, 97, 98 Sentence Structures <ul style="list-style-type: none"> Relative clauses Rhetorical questions Compound sentences and conjunctions Sign Inflections <ul style="list-style-type: none"> Prosody: Intensity Prosody: Character Aspect: Temporal Aspect: Distributional Classifiers – weather / elements Role-shifting

EALRs or GLEs (Taught & Assessed in Standards)

Writing	Math
Reading	Communications
Science	Social Studies
Art	Health and Fitness

SKILLS

Leadership:

Employability:
Analytical, Logical & Creative Thinking:
Relevance to Work:

Performance Assessments:

1. In a group, evaluate ADA compliance in their school.
2. Students will attend a public interpreting venue and analyze classroom skills conveyed through the interpreter.
3. Using technology students will record an audible monologue that will be interpreted by a randomly chosen student who will interpret the selection.
4. Students will take the RID written practice test.

STANDARDS AND COMPETENCIES

Standard: Professional/Career – Year 3		Total Learning Hours for Standard:
Competency	Competency Description	
	RID Practice test	
	Internship/Job shadow	
	Overuse syndrome	
	Code of ethics	
	Interpreter Code of Professional Conduct	
	Practice interpretation	
	To begin to appreciate and understand interpreting	
	Panel discussion including: interpreters, audiologists, speech therapists, counselors, etc.	
	ADA Laws	

EALRs or GLEs (Taught & Assessed in Standards)

Writing		Writing	
1.6.2	Uses collaborative skills to adapt writing process.	2.2.1	Demonstrates understanding of different purposes for writing.
2.3.1	Uses a variety of forms/genres.	3.2.2	Analyzes and selects language appropriate for specific audiences and purposes.
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	

SKILLS

Leadership:

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. 3.3 The student will understand their role, participate in and evaluate community service and service learning activities. 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life. 3.5 The student will understand and utilize organizational systems to advocate for issues at the local, state, national, and international level. 3.6 The student will understand the importance and utilize the components and structure of community based organizations.	
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 1.4 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 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"> • 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: <ul style="list-style-type: none"> • Student will translate and perform an English to ASL selection. • Students will work in pairs to have a spontaneous conversation on a given topic using culturally appropriate skills of a length determined by the teacher. 	
STANDARDS AND COMPETENCIES	
Standard: Function – Year 3	Total Learning Hours for Standard:
Competency	Competency Description

	Exchange information about: <ul style="list-style-type: none">• locating/identifying/describing things,• life events,• family history,• weekend events with<ul style="list-style-type: none">○ int identification○ vocabulary○ grammatical○ structures		
	ASL proficiency: expressive & receptive skills at the Intermediate Mid level: <ul style="list-style-type: none">• vocabulary• storytelling techniques• ASL grammatical structures• present with fluency		
	ASL conversations in signing environment: <ul style="list-style-type: none">• Culturally appropriate skills for opening/endings etc.• Express thoughts, opinions, agreement, clarification Functional Components: <ul style="list-style-type: none">• Describing family and relationships• Sibling ranking• Explaining relationships• Describing occupations• Describing personalities• Describing typical routines		
EALRs or GLEs (Taught & Assessed in Standards)			
Math		Writing	
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
Leadership: Individual Skills 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences. 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills. 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. 2.3 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 *information* in a family, community, business and industry setting.

Information

- Acquire and evaluate information
- Organize and maintain information
- Interpret and communicate information
- Use computer to process information

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 choose a current event from Deaf culture and write a position paper.
- Students will give and receive a tactile vocabulary test and reflect on the SSP or the deaf/blind consumer role.
- Students will draw a Venn diagram showing the relationship between the diverse groups within the broader deaf community.
- 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)

STANDARDS AND COMPETENCIES

Standard: Culture – Year 3

Total Learning Hours for Standard:

Competency	Competency Description
	Deaf blindness
	How technology is impacting the deaf community
	World deaf issues & languages; World Federation of the Deaf
	Current issues in ASL studies/deaf/deaf culture
	Cultural Awareness/application

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.
2.2.1	Demonstrates understanding of different purposes for 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.	4.2.1	Evaluates and adjusts writing goals using criteria.
Reading		Communications	
Science		Social Studies	
Art		Health and Fitness	
SKILLS			
<p>Leadership:</p> <p>Individual Skills</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>Group Skills</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>2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.</p> <p>2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed.</p> <p>Employability:</p> <p>1.1 The student will demonstrate the ability to identify, organize, plan and allocate <i>resources</i>.</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • Time • Money • Material and Facilities • Human Resources <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"> • Acquire and evaluate information • Organize and maintain information • Interpret and communicate information • Use computer to process information <p>1.3 The student will demonstrate an understanding of complex inter-relationships (<i>systems</i>).</p> <p><i>Systems</i></p> <ul style="list-style-type: none"> • Understands 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>			

Interpersonal Skills

- Participates as a member of a team
- Teaches others new skills
- Works with diversity

Analytical, Logical & Creative Thinking:

Relevance to Work: