

SIGN LANGUAGE INTERPRETER

AMERICAN SIGN LANGUAGE - LEVEL 1

CIP Code: 51.0205
Levels: 10-12
Units of Credit: One Credit (Foreign Language and/or ATE)
Skill Certificate: Benchmark 1 – Receptive (available)
Benchmark 2 – Expressive (performance – not available)
Benchmark 3 – Deaf Culture (available)
ASL – Level 1 (successful completion of Benchmarks 1-3)

Description: An instructional program that prepares individuals to interpret oral speech for the hearing impaired. Includes instruction in American Sign Language, finger spelling, orientation to Deaf culture and interpreting from signing to voice as well as from voice to signing.

Receptive Proficiency Standards and Objectives (January 2003)

STANDARD **2% (1 questions)**
01 **The student will be able to recognize a signed introductory greeting.**

OBJECTIVES

- 01.01 Recognize fingerspelled names.
- 01.02 Recognize personal pronouns - me, you, your, my/mine.
- 01.03 Recognize greetings.

STANDARD **13% (5 questions)**
02 **The student will be able to recognize in a signed dialogue the exchange of personal information.**

OBJECTIVES

- 02.01 Recognize different sentence structures - wh-q/#DO++ questions, yes/no questions, positive and negative statement.
- 02.02 Recognize cardinal and ordinal number.
- 02.03 Recognize non-manual markers - asserting, confirming, and correcting.
- 02.04 Recognize classifiers representing people.
- 02.05 Recognize school and other personal information signs.

**Receptive Proficiency
Standards and Objectives
(January 2003)**

STANDARD **10% (4 questions)**
03 **The student will be able to recognize signed explanations of directions and locations within school environment.**

OBJECTIVES

- 03.01 Recognize different sentence structures - topic/comment format, non-manual markers for distance.
- 03.02 Recognize room numbers.
- 03.03 Recognize spatialization - real world orientation and signer's perspective.
- 03.04 Recognize directional classifiers.
- 03.05 Recognize school location signs.

STANDARD **13% (5 questions)**
04 **The student will be able to recognize signed explanations of living environments and transportation.**

OBJECTIVES

- 04.01 Recognize where people live.
- 04.02 Recognize loan signs.
- 04.03 Recognize classifiers related to modes of transportation.
- 04.04 Recognize housing and transportation signs.

STANDARD **15% (6 questions)**
05 **The student will be able to recognize signed explanations of family relationships.**

OBJECTIVES

- 05.01 Recognize sentence structure - ranking, pronoun indexing, possessive pronouns, and negation.
- 05.02 Recognize numbers relating to age.
- 05.03 Recognize family signs.

**Receptive Proficiency
Standards and Objectives
(January 2003)**

STANDARD **15% (6 questions)**
06 **The student will be able to recognize signed dialogue of activities, recreation, and hobbies.**

OBJECTIVES

- 06.01 Recognize sentence structure - WHAT-DO questions and sequencing.
- 06.02 Recognize opinions relating to activities.
- 06.03 Recognize plural pronouns.
- 06.04 Recognize other common classifiers.
- 06.05 Recognize activity and recreation signs.
- 06.06 Recognize common time signs (i.e., yesterday, tomorrow, etc.)

STANDARD **5% (2 questions)**
07 **The student will be able to recognize signed descriptions of personal attributes, characteristics, and personalities.**

OBJECTIVES

- 07.01 Recognize comparing and contrasting sentence structure.
- 07.02 Recognize descriptive classifiers.
- 07.03 Recognize personal attributes, characteristics and personality signs.

STANDARD **10% (4 questions)**
08 **The student will be able to recognize signed commands and requests.**

OBJECTIVES

- 08.01 Recognize sentence structure - formal/informal registers.
- 08.02 Recognize regular, spatial, and inflected verbs.
- 08.03 Recognize locative classifiers.
- 08.04 Recognize commands and requests.

STANDARD **10% (4 questions)**
09 **The student will be able to recognize signed explanations of communities, occupations, and places of employment.**

OBJECTIVES

- 09.01 Recognize loan signs relating to places.
- 09.02 Recognize negation.
- 09.03 Recognize placement in a community (spatialization).
- 09.04 Recognize occupation signs and places of employment.
- 09.05 Recognize numbers relating to money.

**Receptive Proficiency
Standards and Objectives
(January 2003)**

STANDARD

7% (3 questions)

10 **The student will be able to recognize signed explanations of daily routines and time concepts.**

OBJECTIVES

- 10.01 Recognize sentence structure in different tenses - past, present, and future.
- 10.02 Recognize numbers relating to time.
- 10.03 Recognize daily routines.
- 10.04 Recognize time signs (i.e., every morning, all-night, etc.)

SIGN LANGUAGE INTERPRETER
AMERICAN SIGN LANGUAGE - LEVEL 1

Expressive Proficiency
Standards and Objectives
(January 2003)

Expressive Standards and Objectives represent required performance skills.
Students must achieve a score of at least three in each of the twelve standards below to meet skill certification requirements.

Use the Performance Skills Evaluation Score Sheet to assess and record student achievement.

STANDARD

01 The student will be able to introduce him or herself.

OBJECTIVES

- 01.01 Introduce him or herself in a culturally appropriate way.
- 01.02 Use appropriate eye contact during conversation.
- 01.03 Demonstrate the following fingerspelling:
 - 1. Clear and correct handshapes.
 - 2. Smooth transition from letter to letter.
 - 3. No bouncing, throwing, etc.

STANDARD

02 The student will be able to exchange personal information.

OBJECTIVES

- 02.01 Form questions concerning his/her personal information.
- 02.02 Answer questions concerning his/her personal information.

STANDARD

03 The student will be able to discuss and describe school surroundings.

OBJECTIVES

- 03.01 Discuss or describe school surroundings.
- 03.02 Give directions using appropriate reference points when describing locations within the school or community.
- 03.03 Ask wh-questions such as who, what and where.
- 03.04 Demonstrate proper use of non-manual markers for distance showing inflection of degree (near, moderate, far).
- 03.05 Demonstrate proper way of giving directions from his/her perspective and receive directions from the signer's perspective.
- 03.06 Confirm and/or correct information concerning directions.

**Expressive Proficiency
Standards and Objectives
(January 2003)**

STANDARD

04 The student will be able to discuss transportation and describe where he/she lives.

OBJECTIVES

- 04.01 Discuss and describe different types of transportation.
- 04.02 Discuss how he or she comes to school.
- 04.03 Discuss a variety of different living quarters and where they live.

STANDARD

05 The student will be able to discuss family relations.

OBJECTIVES

- 05.01 Discuss family relations in a culturally appropriate way (i.e., parents, grandparents, aunts, uncles).
- 05.02 Demonstrate correct use of spatial reference to non-present people.
- 05.03 Demonstrate proper use of possessive and personal pronouns during conversation (i.e., me vs. my, she vs. her, etc.).
- 05.04 Demonstrate proper use of negative responses: NO, NOT, and NONE (including appropriate head movement).
- 05.05 Demonstrate the proper use of numbers.

STANDARD

06 The student will be able to discuss or describe daily activities and schedules.

OBJECTIVES

- 06.01 Sign and describe a variety of activities (i.e., going to school, appointments, sports, parties, etc.).
- 06.02 Use days of the week and time signs (i.e., morning, afternoon, evening).
- 06.03 Demonstrate his/her preferences for activities (including appropriate facial expression).
- 06.04 Ask wh-questions, such as, "LAST NIGHT YOU DO-DO?"
- 06.05 Ask yes/no questions, such as, "FOOTBALL YOU ENJOY?"

**Expressive Proficiency
Standards and Objectives
(January 2003)**

STANDARD

07 The student will be able to give directions.

OBJECTIVES

- 07.01 Give directions using appropriate reference points when describing locations within the school or community.
- 07.02 Demonstrate proper way of giving directions from his/her perspective and receiving directions from the signer's perspective.
- 07.03 Use ordinal numbers correctly.
- 07.04 Confirm or correct information concerning directions.

STANDARD

08 The student will be able to describe outward appearance and personal qualities of others.

OBJECTIVES

- 08.01 Describe appearance of another person, i.e., height, body type, and hair style.
- 08.02 Demonstrate color signs.
- 08.03 Use descriptive classifier signs for style and pattern of clothing.
- 08.04 Use comparison/contrastive structure.

STANDARD

09 The student will be able to make requests.

OBJECTIVES

- 09.01 Give reasons and make requests.
- 09.02 Accept and decline help when another makes a request.
- 09.03 Demonstrate inflected forms of verbs.
- 09.04 Demonstrate money numbers.

STANDARD

10 The student will be able to discuss and describe occupations and family.

OBJECTIVES

- 10.01 Sign a variety of occupations (using the agent marker) and work places.
- 10.02 Use loan signs and common fingerspelled abbreviations (i.e., fs-PO, #BANK, fs-IBM, #CO, etc.).
- 10.03 Incorporate age numbers.
- 10.04 Rank family members.

**Expressive Proficiency
Standards and Objectives
(January 2003)**

STANDARD

11 The student will be able to describe personal qualities of others.

OBJECTIVES

- 11.01 Describe personal qualities of another person.
- 11.02 Demonstrate correctly contrastive structure using personal qualities.
- 11.03 Demonstrate appropriate use of numbers.
- 11.04 Express and contradict opinions.

STANDARD

12 The student will be able to tell time and discuss routines or schedules.

OBJECTIVES

- 12.01 Tell time and discuss daily routines or schedules appropriately.
- 12.02 Demonstrate by listing activities for routines in chronological order.
- 12.03 Give reasons explaining why his/her plans have changed.
- 12.04 Demonstrate a wide variety of time signs.
- 12.05 Express concepts of BEFORE, AFTER, FINISH.
- 12.06 Incorporate wh-q/#DO++ usage when asking about schedules.

SIGN LANGUAGE INTERPRETER
AMERICAN SIGN LANGUAGE - LEVEL 1

Deaf Culture Proficiency
Standards and Objectives
(January 2003)

STANDARD **20% (8 questions)**
01 **The student will recognize Deaf Culture as unique and independent.**

STANDARD **20% (8 questions)**
02 **The student will identify important people, dates, events, and places in Deaf history:** Abbe de l'Epee, Laurent Clerc, Thomas Gallaudet, Alice Cogswell, Alexander Graham Bell, George Veditz, William Stokoe, I. King Jordan, Milan Conference, Gallaudet University, Deaf President Now Protest, the Americans with Disabilities Act, the National Technical Institute for the Deaf, Law 504, Abraham Lincoln, and Hartford CT.

STANDARD **5% (2 questions)**
03 **The student will discuss the Deaf perspective of deafness and related terminology:** Deaf, hard-of-hearing, hearing impaired (disabled/handicapped view), hearing (signed on forehead), deaf and dumb, deaf mute, CODA, and percentages relating to deafness.

STANDARD **5% (2 questions)**
04 **The student will identify and describe the importance of Deaf organizations:** NAD (National Association of the Deaf), NFSD (National Fraternal Society of the Deaf), and NTD (National Theater of the Deaf).

STANDARD **3% (1 questions)**
05 **The student will differentiate the importance of arbitrary and descriptive name signs.**

STANDARD **12% (5 questions)**
06 **The student will describe the various technological devices and services used by the Deaf and the ADA's involvement:** Hearing aids, signaling devices, TTY, closed captioning, cochlear implants, relay services, and interpreting services (RID).

**Deaf Culture Proficiency
Standards and Objectives
(January 2003)**

STANDARD **10% (4 questions)**

07 The student will define the different methods of Deaf Education:

Mainstreaming, residential, day school, oral methods, and total communication.

STANDARD **25% (10 questions)**

08 The student will examine the appropriate etiquette involved in Deaf Culture:

Negotiating a signing environment, clarifying conversation, conversational skills, cross cultural communication, and high context culture.