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.)
Expressive Standards and Objectives

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?”
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
(February 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 question)
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.