SIGN LANGUAGE INTERPRETER
AMERICAN SIGN LANGUAGE - LEVEL 2

CIP Code: 51.0205
Levels: 10-12
Units of Credit: One Credit (Foreign Language and/or ATE)
Prerequisite: American Sign Language – Level 1
Skill Certificate: Benchmark 1 – Receptive (available)
Benchmark 2 – Expressive (performance – not available)
Benchmark 3 – Deaf Culture (available)
ASL – Level 2 (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, and orientation to Deaf culture and interpreting from signing to voice as well as from voice to signing.

Receptive Proficiency
Standards and Objectives
(October 2001)

STANDARD 20% (10 questions)
01 The student will be able to recognize and locate objects around the house and location of non-present items.

OBJECTIVES
01.01 Recognize numbers 101-109 and numbers counting by hundreds.
01.02 Recognize locative classifiers.
01.03 Recognize semantic classifiers.
01.04 Recognize location of items present and non-present.
01.05 Recognize a floor plan.
01.06 Recognize confirming and correcting information.

STANDARD 20% (10 questions)
02 The student will be able to recognize and understand complaints, suggestions and requests.

OBJECTIVES
02.01 Recognize recurring and continuous inflected verbs.
02.02 Recognize health problems and suggestions.
02.03 Recognize time signs.
02.04 Recognize conditional sentences.
02.05 Recognize complaints about others.
Receptive Proficiency
Standards and Objectives
(October 2001)

STANDARD  20% (10 questions)
03  The student will be able to recognize and understand the exchange of personal information: life events, nationalities and family backgrounds.

OBJECTIVES
03.01 Recognize the sequence of when clauses.
03.02 Recognize unexpected changes in life events.
03.03 Recognize various ethnic backgrounds of families including countries and continents.
03.04 Recognize narratives of why families move and family histories.
03.05 Recognize possessive forms of nouns.
03.06 Recognize the numbers 110-119, dates and addresses.
03.07 Recognize the exchange of personal information.

STANDARD  20% (10 questions)
04  The student will be able to recognize and understand descriptions and identifications of objects and food.

OBJECTIVES
04.01 Recognize shapes, patterns and textures.
04.02 Recognize instrumental classifiers.
04.03 Recognize topic-comment structure.
04.04 Recognize non-manual markers related to descriptions.
04.05 Recognize how something works and how it is made.
04.06 Recognize the signer’s perspective.
04.07 Recognize money signs.

STANDARD  20% (10 questions)
05  The student will be able to recognize and understand seasonal tasks and activities.

OBJECTIVES
05.01 Recognize temporal sequencing.
05.02 Recognize time signs with durative aspects.
05.03 Recognize feelings and opinions about activities.
05.04 Recognize feelings and opinions about disrupted plans and disasters.
Expressive Proficiency
Standards and Objectives
(October 2001)

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 describe a floor plan.

OBJECTIVES
01.01 Use reference points making locations.
01.02 Demonstrate signer’s perspective.
01.03 Use varying non-manual markers appropriately. (varying and appropriate facial expressions).
01.04 Produce signs in correct ASL word order.
01.05 Produce signs correctly.

STANDARD
02 The student will be able to describe locations of items around the house.

OBJECTIVES
02.01 Describe furniture in a room.
02.02 Describe location of furniture using appropriate classifiers.
02.03 Describe the locations of household items within a room.
02.04 Use varying non-manual markers appropriately.
02.05 Produce signs in correct ASL word order.
02.06 Produce signs correctly.
Expressive Proficiency
Standards and Objectives
(October 2001)

STANDARD
03 The student will be able to describe ailments and make suggestions.

OBJECTIVES
03.01 Demonstrate “ailment” signs.
03.02 Describe the degrees of severity of the ailment and its location.
03.03 Describe the timeline of the ailment (uninflected, recurring, continuous).
03.04 Make suggestions about health improvements.
03.05 Use varying non-manual markers appropriately.
03.06 Produce signs in correct ASL word order.
03.07 Produce signs correctly.

STANDARD
04 The student will be able to complain about others and make suggestions.

OBJECTIVES
04.01 Make several complaints about others.
       (pets, children, roommates/spouse, and neighbors).
04.02 Empathize and make suggestion.
04.03 Use varying non-manual markers appropriately.
04.04 Produce signs in correct ASL word order.
04.05 Produce signs correctly.

STANDARD
05 The student will be able to make a request and negotiate an agreement.

OBJECTIVES
05.01 State the reason for their request.
05.02 Ask a favor involving a third person.
05.03 Demonstrate negotiation skills by declining a request and suggesting another solution.
05.04 Sign specific clock numbers correctly. (i.e. 10:47, 6:25, etc.).
05.05 Use varying non-manual markers appropriately.
05.06 Produce signs in correct ASL word order.
05.07 Produce signs correctly.
Expressive Proficiency
Standards and Objectives
(October 2001)

STANDARD
06 The student will be able to ask for permission to borrow something.

OBJECTIVES
06.01 Ask permission to borrow something.
06.02 Demonstrate use of appropriate registers according to formality (i.e. “permit me” or “not-mind”).
06.03 Agree with a condition or decline and tell why.
06.04 Use varying non-manual markers appropriately.
06.05 Produce signs in correct ASL word order.
06.06 Produce signs correctly.

STANDARD
07 The student will be able to describe life events using various transitions.

OBJECTIVES
07.01 Use pauses.
07.02 Use when clauses (age, year, previous event).
07.03 Use time signs (i.e., later).
07.04 Describe an unexpected change.
07.05 Use varying non-manual markers appropriately.
07.06 Produce signs in correct ASL word order.
07.07 Produce signs correctly.

STANDARD
08 The student will be able to describe nationalities and family backgrounds.

OBJECTIVES
08.01 Use a variety of country signs.
08.02 Describe their family nationality using contrastive structure.
08.03 Describe reasons for immigration including specific years.
08.04 Use varying non-manual markers appropriately.
08.05 Produce signs in correct ASL word order.
08.06 Produce signs correctly.
Expressive Proficiency
Standards and Objectives
(October 2001)

STANDARD
09 The student will be able to describe objects by how they look, how they work, and how much they cost.

OBJECTIVES
09.01 Describe objects using correct descriptive classifiers.
09.02 Describe objects using correct instrument classifiers.
09.03 Describe textures and/or patterns of objects.
09.04 Appropriately describe symmetrical and/or asymmetrical objects.
09.05 Describe objects from the correct perspective.
  (Front, neutral, rear, sitting, on your body).
09.06 Tell the cost of items up to $100.00.
09.07 Use varying non-manual markers appropriately.
09.08 Produce signs in correct ASL word order.
09.09 Produce signs correctly.

STANDARD
10 The student will be able to describe food by how it is made.

OBJECTIVES
10.01 Correctly name the ingredients in a recipe.
10.02 Describe how food is made in the correct order.
10.03 Tell his/her opinion of foods.
10.04 Use varying non-manual markers appropriately.
10.05 Produce signs in correct ASL word order.
10.06 Produce signs correctly.

STANDARD
11 The student will be able to describe a variety of activities they do each season.

OBJECTIVES
11.01 For one season, discuss tasks they do and their feelings when done.
11.02 For one season, discuss places they go or a trip they have taken and their opinion about it.
11.03 Describe the itinerary of activities for a weekend.
11.04 Use varying non-manual markers appropriately.
11.05 Produce signs in correct ASL word order.
11.06 Produce signs correctly.
Expressive Proficiency
Standards and Objectives
(October 2001)

STANDARD
12    The student will be able to describe different ways their plans have been disrupted.

OBJECTIVES
12.01   Describe how weekend plans are disrupted (i.e. weather, health problems, house problems, car problems, personal reasons, or job-related reasons).
12.02   Describe how they feel when plans are disrupted.
         (i.e. demonstrate the degree of their feelings).
12.03   Use varying non-manual markers appropriately.
12.04   Produce signs in correct ASL word order.
12.05   Produce signs correctly.

STANDARD
13    The student will be able to recommend and describe places to visit.

OBJECTIVES
13.01   Recommend a place to visit.
13.02   Describe the cost, location, and what to do or see there.
13.03   Give their opinion of the recommended place.
13.04   Use varying non-manual markers appropriately.
13.05   Produce signs in correct ASL word order.
13.06   Produce signs correctly.
SIGN LANGUAGE INTERPRETER
AMERICAN SIGN LANGUAGE - LEVEL 2

Deaf Culture Proficiency
Standards and Objectives
(October 2001)

STANDARD 01
10% (5 questions)
The student will identify everyday experiences of Deaf people:
Accessibility of TTYs, public announcements; getting, directing and maintaining
attention; interpreting services, and Deaf frustrations in a hearing world.

STANDARD 02
10% (5 questions)
The student will describe the cultural importance of Deaf jokes, legends and
stories: Importance of Deaf jokes in the community, Deaf soldiers in the Civil
War, and Deaf school stories and adventures.

STANDARD 03
25% (12 questions)
The student will explain the history of Deaf technological devices:
Western Union TTYs, modern TTYs, alarm clocks, baby cry signal lights, closed
caption devices, televisions with built-in closed captioning, relay services, door
lights, phone lights, Reveille and cochlear implants.

STANDARD 04
15% (7 questions)
The student will recognize different signacy techniques:
Cheers, ABC stories, handshape stories, poetry, songs and drama.

STANDARD 05
25% (13 questions)
The student will identify and describe important events and people in Deaf
Education history: French Deaf education in the 1700s, American Deaf
education in the 1800s, Abbe de l’Eppe, Abbe Sicard, Jean Massieu, Laurent
Clerc, Thomas Hopkins Gallaudet, Alice Cogswell, Dr. Mason Cogswell, Edward
Miner Gallaudet, Gallaudet University, Alexander Graham Bell, the Milan
Conference, Public Law 94-142, Deaf President Now protest, Section 504 of

STANDARD 06
15% (8 questions)
The student will examine trends in Deaf Education:
American Sign Language, Oralism, Cued Speech, Bilingualism-Biculturalism,
Total Communication and Signed Exact English.