

SWEETWATER UNION HIGH SCHOOL DISTRICT  
DIVISION OF ADULT EDUCATION  
Career Technical Education

**INTERPRETER – ASL I**

**COURSE APPROVAL**

**Mission:** The Division of Adult Education, a community-focused organization, promotes and facilitates life-long learning for adults to meet the challenges of the 21<sup>st</sup> century.

**Student Learning Outcomes**

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

**Course approved by the Sweetwater Board of Trustees**

**December 12, 2005**

**Course Revision:**

December 10, 2007

October 19, 2009

July 18, 2011

January 28, 2013

December 15, 2014

# INTERPRETER – ASL I

## Basic Course Information

<b>Course Title:</b>	<b>Interpreter- American Sign Language I</b>		
<b>CTE Industry Sector:</b>	<b>Education/Child Development</b>		
<b>Career Pathway:</b>	<b>Education</b>		
<b>Course Level:</b>	X	Introductory	Concentration
<b>Course Number:</b>	<b>2608</b>		
<b>CBEDS Title:</b>	<b>Teaching Careers or Careers in Education</b>		
<b>CBEDS Number:</b>	<b>4401</b>		
<b>Course Hours:</b>	130 hours for each level		
<b>Prerequisites:</b>	<b>None</b>		
<b>Evaluation:</b>	<ol style="list-style-type: none"> <li>1. Satisfactory completion of subjective examinations on assigned materials.</li> <li>2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.</li> <li>3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.</li> </ol>		
<b>Conditions for Repetition:</b>	Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.		
<b>Articulation Information:</b>	<b>NA</b>		
<b>Articulation Credit:</b>	<b>NA</b>		
<b>High School elective Credit:</b>	The class is offered on a CREDIT / NONCREDIT basis. Students receive 1 credit for 60 hrs class time.		
<b>Advisory Committee Meetings:</b>	<b>Annually</b>		

## Course Description

<p>Level I</p> <p>This introductory course is the foundation of the educational interpreting program. Students prepare to become interpreters in the classroom with deaf and non-verbal students. Students begin with the basics of ASL vocabulary, fingerspelling, numbers and expressive and receptive signing skills. While the focus is on the American Sign Language method of signing students also learn the basics of Signing Exact English (S.E.E) and Pidgin Signed English (P.S.E). Through the program, they will become knowledgeable of aspects of Deaf Culture which is an integral part of meaningful ASL language use. They will also understand family dynamics, confidentiality and additional responsibilities of a classroom interpreter. Students will also be able to use these skills in the educational system as a classroom or teacher's aide.</p>
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## Instructional Strategies

Teacher lecture and demonstration.....	20%
Cooperative learning groups.....	40%
Class discussions .....	15%
Online Learning.....;	15%
Assessment and evaluation of student progress.....	10%

## Instructional Materials

Textbooks: Signing Naturally, Level 1, Signing Exact English by Gerilee Gustason, Esther Zawolkow, online material from: startasl.com and asl.ms for fingerspelling

## Career Plan: How this Course fits into the Course Sequence

Sequence of Courses	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Interpreter-American Sign Language I	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	54
Interpreter-American Sign Language II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	54
Interpreter – American Sign Language III	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	108
Interpreter – American Sign Language IV	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	108
Fingerspelling for Interpreters	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	54
Educational Interpreting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Yes	54

## Occupations for Identified Pathway

Pathway occupations organized by level of education and training required for workplace entry. (Asterisked occupations require certification or licensure.)	
Postsecondary Training (certification and/or AA degree)	College University (bachelor’s degree or higher)
<ul style="list-style-type: none"> <li>• Educational Interpreter*</li> <li>• Instructional Aide</li> <li>• American Sign Language Teacher –Private school/Adult Education</li> <li>• Freelance American Sign Language Interpreter</li> <li>• American Sign Language Tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Certified American Sign Language Interpreter (RID/NIC Certification) *</li> <li>• American Sign Language Teacher – Elementary/High School</li> </ul>

## Course Goals

1. Gain an introduction to the background and fundamental principles of American Sign Language, Deaf Culture, Fingerspelling, S.E.E and PSE.
2. Understand the basic rules of S.E.E. signing method and how it differs from ASL and PSE.
3. Gain a solid vocabulary base in S.E.E. and expand ASL vocabulary.
4. Build expressive skills to correctly convey information between student and teacher.
5. Be able to receive basic information and process it correctly.

## Instructional Module/Unit

<b>Unit 1</b>	<b>Introduction</b>	Class Hrs.	4	Lab Hrs.	
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Description:

Students will gain an introduction to the course and expectations for successful completion. Students will be introduced to the three forms of signing (ASL, S.E.E, and PSE), how they differ and in what situations they are used. They will also learn about job opportunities in the field of Educational Interpreting and what makes a successful Educational Interpreter.

**Unit 1 Competency:** Upon Completion of this unit, the student is able to:

1. Define ASL, S.E.E, and PSE and explain their unique qualities.
2. Set personal and academic goals pertaining to the Education industry.
3. Understand the importance of communication and how it impacts language learning, academic achievement, social/psychological adjustment, self-concept, and vocational choices.
4. Understand the philosophy of Total Communication.
5. Understand the communication challenges of deaf families, hearing families, and families with both deaf and hearing individuals.
6. Understand educational barriers faced by deaf children and adults.
7. Explain where American Sign Language came from and why.
8. Understand the differences between the English language and ASL.
9. Understand the difference between deaf and Deaf.
10. Understand how ASL, S.E.E and PSE are seen by both the deaf and hearing communities.
11. Understand that there is a Deaf culture and the basics of what that means.
<b>Anchor Standard: 2.1</b> Recognize the elements of communication using a sender-receiver model.
<b>Anchor Standard: 2.2</b> Identify Barriers to accurate and appropriate communication.
<b>Anchor Standard: 3.1</b> Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
<b>Anchor Standard: 3.2</b> Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
<b>Anchor Standard: 3.4</b> Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
<b>Anchor Standard:3.9</b> Develop a career plan that reflects career interests, pathways, and postsecondary options.
<b>Pathway Standard:C5.1</b> Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.
<b>Pathway Standard: C5.2</b> Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents.
<b>Pathway Standard: C5.3</b> Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents.
<b>Pathway Standard: C6.1</b> List common behavior problems, possible causes, and develop potential positive solutions.
<b>Pathway Standard: C9.2</b> Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.
<b>Pathway Standard: C9.3</b> Explain issues of diversity and how to exhibit sensitivity to cultural differences.
<b>Academic Standards: LS 11-12.1, 11-12.3, 11-12.6</b>

<b>Unit 2</b>	<b>Basic Rules of S.E. E, ASL, &amp; PSE</b>	Class Hrs.	4	Lab Hrs.	6
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Description:

Student will learn the rules for how to determine which group a word falls into (basic, compound, and complex) and assign sign/signs accordingly. Student will become familiar with the “2 of 3” rule and how to look at the root of the word before determining how it will be signed. Students will begin to explore adaptive devices for the deaf (TTY, Video Relay) and how technology has changed over time.

**Unit 2 Competency:** Upon Completion of this unit, the student is able to:

1. Define a basic word and determine how it will be signed.
2. Define a complex word and determine how it will be signed.
3. Define a compound word and determine how it will be signed.
4. Identify TTY, and Video Relay and explain how each of these are used.
4. Explain how SEE differs from both ASL and PSE.
5. Explain why S.E.E is important in an educational setting.
6. Understand when it is appropriate to use S.E.E as opposed to ASL.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard 5.4</b> Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
<b>Anchor Standard 7.3</b> Understand the need to adapt to changing and varied roles and responsibilities.
<b>Pathway Standard:C10.2</b> Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.
<b>Academic Standards: LS 11-12.1, 11-12.3, 11-12.6</b>

<b>Unit 3</b>	<b>Vocabulary</b>	Class Hrs.	8	Lab Hrs.	20
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Description:

Students will begin to gain a base of sign language vocabulary in both ASL and SEE. Students will compare and contrast vocabulary and appropriate non-verbal expression and body language. Students will also learn to fingerspell names, and basic words and unfamiliar words when signing.

**Unit 3 Competency:** Upon Completion of this unit, the student is able to:

1. Interpret and convey information on a basic level using ASL.
2. Interpret and convey information on a basic level using S.E.E.
3. Adjust method of signing to make sure information is clear.
4. Recreate the letters of the manual alphabet and fingerspell simple words and names.
<b>Anchor Standard: 2.1</b> Recognize the elements of communication using a sender-receiver model.
<b>Anchor Standard: 2.3</b> Interpret verbal and nonverbal communications and respond appropriately.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard: 5.4</b> Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
<b>Academic Standards: LS 11-12.1, 11-12.3, 11-12.6</b>

<b>Unit 4</b>	<b>Expressive</b>	Class Hrs.	4	Lab Hrs.	40
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Description:

Students will begin using their vocabulary and fingerspelling skills to express

information in different situations.
<b>Unit 4 Competency:</b> Upon Completion of this unit, the student is able to:
1. Express complete basic concepts clearly.
2. Use basic facial expressions to clarify information that they are giving.
3. Position themselves correctly in an interpreting situation.
4. Fix signing errors appropriately.
<b>Anchor Standard: 2.1</b> Recognize the elements of communication using a sender-receiver model.
<b>Anchor Standard: 2.3</b> Interpret verbal and nonverbal communications and respond appropriately.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard 5.4</b> Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
<b>Anchor Standard: 7.3</b> Understand the need to adapt to changing and varied roles and responsibilities.
<b>Anchor Standard: 8.7</b> Conform to rules and regulations regarding sharing of confidential information, as determined by Education, Child Development, and Family Services sector laws and practices.
<b>Academic Standards: LS 11-12.1, 11-12.3, 11-12.6</b>

<b>Unit 5</b>	<b>Receptive</b>	<b>Class Hrs.</b>	4	<b>Lab Hrs.</b>	<b>40</b>
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Description

Students will be introduced to the basic vocabulary they will need if signing in an educational setting.

<b>Unit 5 Competency:</b> Upon Completion of this unit, the student is able to:
1. Receive signed information and put into spoken or written form.
2. Use appropriate “eye gaze” when receiving information.
3. Mentally correct any mistakes of the signer.
4. Ask for help or for the signer to repeat when the information is not clear.
<b>Anchor Standard: 2.1</b> Recognize the elements of communication using a sender-receiver model.
<b>Anchor Standard: 2.3</b> Interpret verbal and nonverbal communications and respond appropriately.
<b>Anchor Standard: 5.1</b> Identify and ask significant questions that clarify various points of view to solve problems.
<b>Anchor Standard 5.4</b> Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
<b>Anchor Standard: 7.3</b> Understand the need to adapt to changing and varied roles and responsibilities.
<b>Anchor Standard: 8.7</b> Conform to rules and regulations regarding sharing of confidential information, as determined by Education, Child Development, and Family Services sector laws and practices.
<b>Academic Standards: LS 11-12.1, 11-12.3, 11-12.6</b>

<b>Level I Totals</b>	<b>Theory Hrs.</b>	<b>24</b>	<b>Lab Hrs.</b>	<b>106</b>	<b>Total Hrs.</b>	<b>130</b>
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**APPENDIX A:**

**MATRIX FOR ALL ASPECTS OF THE INDUSTRY**

All Aspects of the Industry is a key element of the Carl D. Perkins Vocational and Applied Technology Education Act and the School-to Work Opportunities Act. Both acts emphasize giving students a comprehensive perspective and range of skills across an industry. The Perkins Act requires programs to “provide students with strong experience in and understanding of all aspects of the industry students are preparing to enter”. The Act identifies eight aspects in particular, which are common to any business or industry. Programs receiving Perkins funds are required to include the teaching of these concepts to provide students with the skills necessary to be successful in their employment.

**STRATEGIES**

Below is a matrix showing the components of “All Aspects of the Industry for the *name of Course.*” A list of strategies is provided for each component.

<b>ASPECTS</b>	<b>SEQUENCE OF COURSES</b>					
	<b>Course 1: Interpreter ASL Level I</b>	<b>Course 2: Interpreter ASL Levels II</b>	<b>Course 3: Interpreter ASL Levels III</b>	<b>Course 4: Interpreter ASL Levels IV</b>	<b>Course 5: Fingerspelling for Interpreters</b>	<b>Course 6: Educational Interpreting</b>
<b>Planning</b>	Assessment of customer expectations for Interpreter to deaf. Basic short term educational goal planning for a career in interpreting.	Plan a field trip to an event in the deaf community. Plan an educational path to complete an interpreting program and long term job goals.	Learn to keep a small binder or tablet to document new sign information to research for and be prepared for future interpreting jobs.	Build on long term goal planning, what goals are and how student is able to reach those goals.	Continue to move forward on Educational Interpreting Plan by increasing fingerspelling skills.	Plan for interpreting jobs; hours, wages, prep material.
<b>Management</b>	Describe pros and cons of types of sign language. Understand the principles behind being a freelance interpreter and how to manage a freelance interpreting business.	Describe organizational structures of a deaf school. Understand how services are provided for mainstreamed students.	Develop good time management skills to meet class responsibilities inside and out of the classroom. Complete all online coursework and incorporate extra practice into schedule.	Develop good time management skills to meet class responsibilities inside and out of the classroom. Complete all online coursework and incorporate extra practice into schedule.	Develop good time management skills to meet class responsibilities inside and out of the classroom. Complete all online coursework and incorporate extra practice into schedule.	Be able to set oneself up as a freelance interpreter and manage all aspects.
<b>Finance</b>	Develop awareness of fiscal impact of deaf culture in the United States. Understand the regulations put in place for deaf individuals to obtain financial	Develop awareness of fiscal impact of deaf culture globally. Know where and how a deaf person applies for financial	Develop an awareness of the fiscal impact of interpreting services to educational facilities.	Recognize that there are many places offering interpreting services. Understand the charges of interpreting services and the impact on the	Build on skills required to make good financial decisions when applying for an interpreting job.	Understand the financial aspects of running own business as a freelance interpreter.

	assistance.	assistance.		deaf. Use information to base fees.		
<b>Technical &amp; Production Skills</b>	Learn 3 different types of sign language. Is able to communicate basic information to the deaf. Can fingerspell names and short words.	Demonstrate 1 of 3 types of sign language. Is able to successfully communicate with the deaf at a higher level. Is able to fingerspell more complex words and abbreviations.	Demonstrate a more advanced level of receptive and expressive skills. Interpret basic information used in variety of circumstances.	Demonstrate increased interpreting skills used in presentations and short informational pieces.	Build on fingerspelling proficiency and speed.	Demonstrate high level receptive and expressive skills.
<b>Underlying Principles Of Technology</b>	Research services available for the deaf. Access websites to study and test sign language skills.	Research types of computer technology available for the deaf. Access websites to study and test sign language skills. Know where to find information on the internet for preparation for the NIC/Rid testing.	Understand how to use adaptive equipment to communicate with deaf clients such as video relay, ooVoo, or video chat and instant messaging software.	Use a variety of means of technology to improve signing skills and research information. Canvas or other LMS in addition to classroom materials.	Use online resources and applications to increase fingerspelling speed and proficiency.	Use a variety of means of technology to improve signing skills and research information. Use internet to sign up for SEE testing and workshops.
<b>Labor Issues</b>	List differences between being a self – employed worker and a worker employed by the company. Understand basic labor issues as they relate to the interpreting profession.	Describe the importance of cultural sensitivity for the deaf.	Understand labor issues as they relate to freelance interpreting and the interpreting profession in general.	Understand what the Americans with Disabilities Act is and its implications to the deaf community and working in the field.	Students are exposed to an overview of labor issues, such as workers’ rights, labor unions, labor history and methods used for expanding the worker’s role.	Learn how to be an advocate for you client as well as understanding client confidentiality.
<b>Community Issues</b>	Learn the positive impact sign language can have on community through education.	Student has the knowledge of where to sign up and volunteer to work with the deaf community. Student has the skill level to	Describe services available in the community for the deaf.	Student has the knowledge of struggles deaf people face when out in the community.	Students learn about the ongoing changes in sign language and how it can affect instruction.	Volunteer interpreting services to increase proficiency level and gain real life experience.

		assist with basic events.				
<b>Health, Safety, &amp; Environmental Issues</b>	List safety issues the deaf culture faces. Understand what adaptive devices are available for the deaf and where and how to purchase.	Describe an environmental issue the deaf culture faces. Understand what adaptive devices are available for the deaf and where and how to purchase.	Safety issues within the classroom are reviewed and practiced throughout all of the courses. This includes drills in earthquake safety, fire, and lockdown procedures.	Be aware of adaptive equipment that is available to the safety of a deaf person. This includes flashing lights for fire, doorbell, etc.	Students are exposed to an overview of the Health, Safety, and Environmental issues of the industry as they relate to the workers, the community and the environment.	Students are aware health and safety regulations of working in an educational institution.