



Southern California Regional Occupational Center
SCROC

COURSE DESCRIPTION

Course Title: Beginning American Sign Language

CBEDS Title: American Sign Language

CBEDS Number: 4398

Job Titles: 137.267-014 Interpreter, Deaf

Course Description: This course will introduce students to American Sign Language. It consists of a preparatory phase to attune students to communication in the manual-visual mode, followed by instruction and practice in vocabulary, sentence structure, elementary conversation, and literature. In addition, the course provides a survey of various issues raised by examining ASL and the Deaf community.

Total Hours: 200

Prerequisites: Complete functioning of at least one hand.

Date last revised: In process

Last Advisory Approval Date:

Date last Board Approval: February 15, 2007



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COURSE OUTLINE

General workplace skills and expected student proficiencies:

CLASSROOM HOURS:

1. Communication Skills

3

- a. Reads and understands written information
- b. Demonstrates Writing Skills
- c. Listens Reflectively
- d. Speaks Clearly and Articulately
- e. Understands Workflow through Departments

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|--|---|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Responsibility and Flexibility 7.0 – 7.5 | Possess effective communication skills. Function as a self-directed learner. |

2. Thinking and Problem Solving Skills

3

- a. Demonstrates Basic Reading and Math Skills
- b. Demonstrates Thinking/Reasoning Skills
- c. Identifies Allocates, and Organizes Resources/Data
- d. Organizes and Maintains Records

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|--|-----------------------------------|
| 8.0, 10.0, 11.0, 13.0, 15.0 Mathematics 2.1, 2.3 Reading | 5.1, 5.3 Problem-Solving/Critical Thinking 4.2 Technology | Possess critical thinking skills. |

3. Occupational Safety

3

- a. Practices Workplace Safety
- b. Practices Health and Safety Laws

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|-----------------------------|--|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | 6.0 – 6.6 Health and Safety | Able to analyze and apply appropriate tools/technology |



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4. Personal Skills 3

- a. Demonstrates positive Self-management skills
- b. Demonstrates positive work ethics
- c. Possesses Integrity
- d. Exhibits positive Image/Professional Appearance
- e. Demonstrates positive self-esteem

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|---|--|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | 8.0 – 8.3 Ethics and Legal Responsibilities | Function as a responsible, contributing member of society. |

5. Interpersonal Skills 3

- a. Demonstrates Collaboration and Teamwork Skills
- b. Demonstrates Conflict Resolution Skills
- c. Demonstrates Leadership Skills
- d. Demonstrates Sociability Skills

6. Employment Literacy 2

- a. Understood Career Paths
- b. Understood Continuing Education
- c. Reforms Job Search
 - 1. Employment Sources
 - 2. Application
 - 3. Resume
 - 4. Interview and Follow-up
- d. Understands Workplace Issues
 - 1. Discrimination
 - 2. Cultural Diversity
 - 3. Harassment (i.e. sexual)
 - 4. Drug Testing

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|--|--|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | 7.0 – 7.5 Responsibility and Flexibility | Demonstrates career/employment literacy. |



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7. **Technological Literacy**

3

- a. Demonstrates Working Knowledge of Computer
- b. Demonstrates Working Knowledge of Career Appropriate Technology
- c. Selects Proper Tools, Material and Procedures
- d. Learns/Adapts to New Technology

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|---------------------------|---|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | 4.0 – 4.3, 4.6 Technology | Able to analyze and apply appropriate tools/technology. |



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Content area skills and expected student proficiencies:

8. Orientation

5

- a. Describe the role of the interpreter and review the course goals and objectives.
- b. Discuss the course attendance and grading policies.
- c. Discuss standard expectations, such as class rules and pre-course knowledge.
- d. Discuss the importance of ethical behavior.
- e. Discuss career opportunities and certification.
- f. Discuss ROP Expected School-Wide Learning Results (ESLRs) and their relationship to the course and employability.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--------------------------------------|------------------------|---|
| E/LA grades 9/10 Reading 2.0, 3.0 | Same as block at left. | Function as a responsible. Contributing member of society. |

9. Introduction to Interpreting for the Deaf

10

- a. Discuss the types of deaf communication.
- b. Identify the differences between American Sign Language and other sign languages.
- c. Discuss the reasons for developing an understanding of the deaf culture.
- d. Describe the survival skills needed to function in a hearing environment.
- e. Discuss the equipment and other strategies (i.e., lip reading) used by the hearing impaired.
- f. Differentiate between interpreting in a school or educational setting and for legal or medical appointments.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|---|---|---|
| E/LA 9/10 Written and Oral English Language Conventions 1.0 Writing Strategies 1.0 Writing Applications 2.3 | Literary & Cultural Texts/Traditions 3.1 Sociolinguistics & Pragmatics 2.4 a, b, c Cultural Analysis and Comparisons 4.1, 4.2, 4.3, 4.4 | Demonstrate career/employment literacy. |

10. Learning the Alphabet

20

- a. Demonstrate fluency in finger signing the alphabet.
- b. Discuss the importance of body language, hand gestures, and facial expression.
- c. Discriminate among the different hand shapes of ASL.
- d. Sign dialogues as naturally as possible, including hand shape, facial expression, and rhythm.
- e. Identify and express colors.
- f. Identify and express numbers one to ten.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|-----------------------------|---|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Language Structures 2.1 a-f | Possess effective communication skills. |



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11. Grammar Skills

20

- a. Identify and correct topic-comment sentence structure.
- b. Correctly use pro-nominalizations.
- c. Demonstrate the differences among types of questions.
- d. Explain the subtle difference between delivery of a noun sign and its verb counterpart.
- e. Deliver both directional and non-directional verbs.
- f. Recognize conditional components of a sentence.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|----------------------------------|---|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Language Structure 2.1, 2.2, 2.3 | Possess effective communication skills. |

12. Reception

20

- a. Demonstrate comprehension of a short passage, dialogue or conversation.
- b. Describe the characters, situation and action after viewing a lecture.
- c. View a video and indicate accurate responses to questions about its contents.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|---|--|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Language & Communication: Receptive Comprehension 5.1, 5.2, 5.3 | Demonstrate mastery of occupationally specific job skills. |

13. Delivery

20

- a. Answer questions that demonstrate comprehension of what is presented in the dialogue.
- b. Prepare and present a speech on a given topic.
- c. Present an impromptu talk on a given topic.
- d. Participate effectively in class discussion and conversation, demonstrating the ability to initiate conversation and pose questions.
- e. Prepare and conduct an interview with another student.
- f. Use correct grammatical structure and vocabulary in communicating about current events.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|---|--|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Language & Communication: Expressive Production 6.1 Critical Analysis of ASL Discourse 5.3 | Possess effective communications skills. |

14. Reading

10

- a. Demonstrate an understanding of the written form of ASL, including all coded markers.
- b. Given a written text, translate it into signing using all coded markers.
- c. Identify correctly and incorrectly used coded markers given a set of circumstances.



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d. Discriminate among similar coded markers of implied meaning.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|--|--|-----------------------------------|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Language Structures 2.1 a-f Literary & Cultural texts & traditions 3.1, 3.2 | Possess critical thinking skills. |

15. Writing

10

- a. Write basic dialogue
- b. Develop an understanding of the necessary structure basic to the American Sign Language sentence.
- c. Write accurate dictations in coded ASL and conversational English translations.

| High School Academic Standards | CTE Standards | SCROC ESLR'S |
|---|-----------------------------|--|
| E/LA 9/10 Written and Oral English Language Conventions 1.0 | Language Structures 2.1 a-f | Demonstrate mastery of occupationally specific job skills. |

16. Critical Thinking Skills, Ethics and Cultural Awareness

40

- a. Expand cognitive abilities in writing, reading, receiving, and delivering in the following cognitive domains:
 - 1. Comparison and contrast
 - 2. Analysis
 - 3. Synthesis
 - 4. Evaluation
- b. Discuss the importance of understanding the Deaf culture in interpreting for individuals and groups.
- c. Discuss the Code of Ethics and the importance of confidentiality in providing translator services.
- d. Discuss the importance of confidentiality when interpreting.

| High School Academic Standards | CTE Standards | SCROC ESLRs |
|--|--|----------------------------------|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Cultural Analysis and Comparisons 4.1, 4.2, 4.3, 4.4 | Possess Critical Thinking Skills |

17. Testing Skills

15

- a. View and follow directions in a testing environment.
- b. Use finger spelling correctly in a demonstration.
- c. Discuss strategies for learning to work within a time limit.
- d. Apply the use of context clues to demonstrate comprehension.
- e. Recognize the value of test items and pacing oneself accordingly during the examination.



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- f. Discuss the testing requirements for obtaining a Certificate of Interpretation (CI).

| High School Academic Standards | CTE Standards | SCROC ESLRs |
|--|--|-------------------------------------|
| Communications 2.0 Reading 2.1, 2.3 Writing 1.3, 1.7, 1.8, 2.5 | Language Structures 2.1 a-f Literary & Cultural texts & traditions 3.1, 3.2 | Possess Critical Thinking Skills |

18. Job Search and Retention Skills

10

- a. Review career paths and goal setting.
- b. Complete an application.
- c. Complete an error-free traditional and online résumé.
- d. Prepare for a job interview.
- e. List job retention skills.
- f. Describe positive work habits, including attitude and ethics.
- g. Discuss available certifications, professional associations, and opportunities for further education and training.

| High School Academic Standards | CTE Standards | SCROC ESLRs |
|---|--|-------------------------------------|
| E/LA grades 9/10 Writing 1.0, 1.5, 1.9 2.0, 2.5 Listening/Speaking 1.0 | Language & Communication: Expressive Production: Producing ASL Discourse/variety purposes 6.1 | Possess Critical Thinking Skills |

Key Strategies (Marzano, Mc REL):

- 1) Identifying similarities and differences
- 2) Summarizing and note-taking
- 3) Reinforcing effort and providing recognition
- 4) Homework and practice
- 5) Nonlinguistic representations
- 6) Cooperative learning
- 7) Setting objectives and providing feedback
- 8) Generating and testing Hypotheses
- 9) Cues, questions, and advanced organizers

Key Assignments:

- 1) Students will complete a research project identifying and describing important events and people in Deaf Education History. The project must be 5 pages in length. The topics may include French Deaf education in the 1700's, American Deaf education in the 1800's, Abbe de l'Ebpe, Abbe Sicard, Jean Massieu, Lurent 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, or Section 504 of Rehabilitation Act of 1973.
- 2) Students will examine trends in Deaf Education and prepare a 2 page brochure on trends in Deaf Education.



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- 3) Students will look at a house floor plan. Students will use ASL to produce numbers, shapes, patterns, textures, facial and body language, describe objects, locations, confirm and correct information, produce signs in correct ASL word order, and produce signs correctly.
- 4) Students will demonstrate understanding of ASL by watching others sign a description of a house floor plan and interpret shapes, patterns, textures, facial and body language, describe objects, locations, confirm and correct information, produce signs in correct ASL word order, and produce signs correctly.
- 5) Students will choose one of the various signacy techniques such as cheers, ABC stories, handshape stories, poetry, songs or drama and perform for a live audience.
- 6) Students will create a lesson plan for a lesson of their choice to be taught to a hearing audience. The lesson should offer the audience exposure to some aspect of learning ASL. The student must include hand-outs, demonstrations, and checking for understanding.
- 7) Students will participate in a silent hour. For one entire class session no words will be spoken. All students and the teacher must sign for the entire 50 minutes, from the time they enter the classroom until they leave.

Key Assessments:

- 1) Research papers will be scored with a research methods rubric.
- 2) Essays will be scored with a 5 step writing rubric.
- 3) Visual presentations will use an oral presentation/performance rubric.
- 4) Quizzes will offer print visual of ASL or live demonstration for students to interpret.
- 5) Lesson plans will be scored according to adherence to the assignment description.
- 6) Interpretive descriptions of print material will be scored as a "practicum" according to how many objects were accurately described.
- 7) Students will be shown flash cards and be asked to sign the object.
- 8) Students will be scored on accurate use of facial expressions and body language.