

American Sign Language 1

COURSE OUTLINE - UC

DESCRIPTION:

American Sign Language skills are important in all customer service-related occupations, and the demand for interpreters is growing. In this class, students will learn the fundamentals of sign language while developing an understanding and appreciation for the Deaf Culture and Community. Students will learn basic signing techniques for the alphabet, numbers, and words. Students will practice dialog and will demonstrate basic comprehension skills through applications of conversation. Students will learn about interpreting as a career option and related certification requirements. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE:	Complete Function of At Least One Hand
LENGTH:	One Year
SECTOR:	Education, Child Development and Family Services
PATHWAY:	Family and Human Services
ARTICULATED:	Yes (after successful completion of ASL 2)
UC A-G APPROVAL:	Yes: English (E) - Language Other than English, Level 1 Requirement

O*NET SOC CODES:

27-3091.00	Interpreters and Translators
25-3041.00	Tutors

Orientation
<ul style="list-style-type: none"> A. Introduce the course and facilities. B. Discuss the syllabus and major objectives. C. Explain applicable classroom management procedures, and any operational guidelines. D. Review instructor/student expectations. E. Explain attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the work-based learning aspect of the program, if applicable. H. Discuss the “next steps” related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none"> A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Read and interpret written information and directions. C. Practice various forms of written communication appropriate to the occupation. D. Practice positive body language skills. E. Practice professional verbal skills for resolving a conflict. F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none"> A. Demonstrate positive teamwork skills by contributing to a group effort. B. Practice the importance of diversity awareness and sensitivity in the workplace. C. Define sexual harassment in the workplace and identify the employee’s role and responsibility. D. Practice participation skills. E. Identify different personality types and demonstrate flexibility and adaptability working with diverse individuals. F. Practice business and social etiquette skills appropriate to the occupation. G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios. H. Demonstrate the use of time management skills.
3. Employability Skills
<ul style="list-style-type: none"> A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable). B. Prepare a resume, cover letter, and job application.

- C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and grooming standards.
- D. Identify strategies for employment retention.
- E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
- F. Identify the need for continuing education, professional development, and professional growth in chosen field.
- G. Identify appropriate procedures for leaving a job.
- H. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in case of emergencies.
- B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Recognize the effects of substance abuse in the workplace.
- F. Explain the importance of CAL-OSHA in the industry.
- G. Define and discuss ergonomics in relationship to a working environment.
- H. Identify common injuries for interpreters (e.g., carpal tunnel) and preventative warm up exercises.
- I. Use sign language to convey common safety issues/concerns and warnings.

6. Introduction to Communicating with the Deaf and Cultural Awareness

- A. Discuss the history of sign language and its importance to the Deaf community.
- B. Discuss the reasons for developing an understanding of Deaf culture.
- C. Identify and discuss equipment and other strategies (e.g., lip reading) used by the deaf/hard of hearing.
- D. Identify and discuss the types of deaf communication.
- E. Identify the differences between American Sign Language and other sign languages.

- F. Describe the survival skills needed to function in a hearing environment.
- G. Differentiate between interpreting in a school or educational setting and for legal or medical appointments.
- H. Identify strategies for teaching others to be culturally sensitive when working with people from diverse backgrounds.

7. Learning the Alphabet and Numbers

- A. Use of the American Sign Language alphabet fluently.
- B. Discuss and recognize the importance of body language, hand gestures, non-manual markers, and context.
- C. Identify and express numbers zero to one million.
- D. Demonstrate fluency in finger spelling.
- E. Discriminate among the different hand shapes of ASL.
- F. Sign dialogues as naturally as possible, including hand shape, facial expression, and rhythm.

8. Grammar Skills

- A. Acquire a basic competency of grammar and grammatical structure in American Sign Language.
- B. Identify correct topic-comment sentence structure.
- C. Correctly use pronominalizations (pronouns).
- D. Demonstrate the difference among types of questions.
- E. Explain the subtle difference between delivery of a noun sign and its verb counterpart.
- F. Deliver both directional and non-directional verbs.
- G. Recognize conditional components of a sentence.

9. Reception

- A. Demonstrate comprehension skills by viewing a lecture or video lecture and summarizing the key concepts.
- B. Demonstrate good comprehension of a short passage, dialogue or conversation.
- C. Describe the characters, situation and action after viewing a lecture or video.
- D. Apply the use of context clues to demonstrate comprehension.

10. Sign Language Applications of Conversation

- A. Perform introductions.
- B. Use ASL to demonstrate telling time.
- C. Use ASL to demonstrate describing family.
- D. Use ASL to demonstrate money denominations.
- E. Carry out brief conversations.

11. Performance and Expression
<ul style="list-style-type: none"> A. Demonstrate expressive skills, including the ability to converse in American Sign Language, using correct hand shapes, appropriate gestures, facial expression and rhythm. B. Answer questions that demonstrate comprehension of what is presented in the dialogue. C. Use correct grammatical structure and vocabulary in communicating about current events.
12. Critical Thinking Skills
<ul style="list-style-type: none"> A. Demonstrate the ability to apply critical thinking skills to develop strategies for solving problems. B. Identify methods to deal with internal, external, and environmental distractions while interpreting. C. Expand cognitive abilities in writing, reading, receiving, and delivering in the following cognitive domains: comparison and contrast, analysis, synthesis, and evaluation.
13. Ethics and Cultural Awareness
<ul style="list-style-type: none"> A. Discuss the importance of understanding the Deaf culture in interpreting for individuals and groups. B. Identify the personal characteristics and attributes needed for human services workers. C. Evaluate the Code of Professional Conduct and the importance of confidentiality in providing interpreter services.
14. Introduction to Certification Process
<ul style="list-style-type: none"> A. Outline the steps necessary for ASL fluency and interpreting certifications. B. View and follow directions in a testing environment. C. Discuss strategies for learning to work within a time limit. D. Recognize the value of test items and pacing oneself accordingly during the examination. E. Identify certification agencies and requirements of certification.
15. Career Development
<ul style="list-style-type: none"> A. Review career paths and goal setting. B. Describe positive work habits, including attitude and ethics. C. Identify post-secondary options for further training. D. Identify occupations where ASL abilities are desirable.

16. Portfolio

- A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an “About Me” page.
- B. Collect original works and documents that demonstrate technical skills and knowledge in the industry.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J 16A-G	1 2 3 10	2 3 10		LS 11-12.6 SLS 11-12.2
2. Students will produce and present a cooking show, communicating solely in ASL.	1B-D, F 2D, J 7A, C-F 8A, C, F 10A, B 11A	1 2 4 10	2 4 10	D8.0	LS 11-12.6 SLS 11-12.4
3. Students will research and debate the use of cochlear implants and its controversy in the Deaf community.	1A, D-F 2A, D, I 6A, B, C, F 12A, C	2 4 5 11 12	2 4 5 10	D12.0	LS 11-12.6 RHSS 11-12.6 RSIT 11-12.7 SLS 11-12.1c SLS 11-12.1d SLS 11-12.3 WS 11-12.7 WS 11-12.9
4. Students will collaborate with students from another course, teaching ASL vocabulary appropriate to their subject matter.	1D, F 2A, D, I, J 4E 6A, B, C, H 7B 12C	2 5 7 8 9	2 5 7 8 9	D8.0	LS 11-12.3 LS 11-12.5 LS 11-12.6 WS 11-12.7 SLS 11-12.1
5. Students will write, direct and produce instructional videos designed to support Deaf peoples in other communities.	1A, B, D, F 2A, B, I 4F	2 4 7	2 4 7	D 8.0 D9.0 D10.0	LS 11-12.3 LS 11-12.6 SLS 11-12.1b

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	6A, E, H 7A, B, E 8A, C, D, F 10A-E 11A 12C	9 10 12	10		SLS 11-12.4 WS 11-12.4 WS 11-12.6
6. Students will interview with an ASL panel, communicating fluently and effectively in ASL.	1A, D, F 7A-F 8A-F 9B, C 10A-E 11A-C 12A-C	2 5 9 10	2 5 9 10	D 8.0	LS 11-12.6

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Education, Child Development, and Family Services - Family and Human Services Pathway

D8.0 Develop interpersonal skills required to interact effectively with individuals and families of all ages and abilities.

D9.0 Integrate positive guidance and its application in helping individuals and families.

D10.0 Facilitate daily living activities of individuals and families.

D12.0 Advocate for the importance of social involvement for individuals and families.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LS 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Reading Standards for Literacy in History/Social Studies

RHSS 11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Speaking and Listening Standards

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1b: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

SLS 11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SLS 11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Writing Standards

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WS 11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

A-G Approved Key Assignments

1. Research the origins, evolution, and taboos of the language and its importance to the Deaf community.
2. Identify and research influential people within the Deaf community.
3. Debate historical events regarding Deaf culture.
4. Complete a family tree and fingerspell all of the names on it.
5. Answer signed mathematical equations in ASL.
6. List groups of words and categorize vocabulary based on hand-shapes.
7. Identify types of sentences being signed by teacher on worksheets.
8. Identify types of classifiers being signed by teacher on worksheets.
9. Practice facial expressions in the mirror to illustrate different emotions and attitudes.
10. Identify common body language used by both deaf and hearing people.
11. View video and answer questions on paper regarding content viewed in sign language.
12. Prepare interview questions for guest speakers (i.e. Interpreters, deaf students, etc.).

13. Interpret a story communicated solely in ASL and identify the key components of the story in writing.
14. Identify the uses of multiple technological devices utilized in the Deaf community.
15. Illustrate the literal and conceptual meanings of idioms. Translate the conceptual meanings in ASL.
16. Interpret poetry, jokes, or songs in ASL.
17. Attend one deaf event per semester, introducing themselves as an ASL student, and completing a written summary that addresses 12 pre-determined questions.
18. In small groups write a short skit of an emergency situation and role play appropriate reactions/responses in ASL.
19. Share the recipe of a favorite meal with the class, giving preparation instructions in ASL.
20. Utilizing web resources review Professional Rules of Conduct and be able to apply rules to scenarios.
21. Identify differences between K-12 interpreting and all other interpreting as per EIPA and RID code.
22. Interview an ASL interpreter in class.
23. Students will research the requirements for becoming an interpreter and present findings to the class.
24. Video interview in SEE v/s ASL.