COLTON REDLANDS YUCAIPA
REGIONAL OCCUPATIONAL PROGRAM

2026-2027

American Sign Language 2

COURSE OUTLINE - UC

DESCRIPTION:

American Sign Language (ASL) skills are important in all customer service-related occupations, and the demand for interpreters is growing. This class provides a second level of training for those who wish to extend their knowledge, skills and abilities in ASL and pursue a career as an interpreter. Students will increase fluency of ASL and be able to use it receptively and expressively by giving and understanding of directions, use of facial expression, body language and other special aspects of ASL conversation. Students will study the culture of the Deaf Community will and learn about career options, advanced training and certification requirements in interpreting. 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 and completion of ASL 1 with C or better
LENGTH:	One Year
SECTOR:	Education, Child Development and Family Services
PATHWAY:	Family and Human Services Pathway
ARTICULATED:	Yes
UC A-G APPROVAL:	Yes: English (E) - Language Other than English, Level 2 Requirement

O*NET SOC CODES:

27-3091.00	Interpreters and Translators
25-3041.00	Tutors

Orientation

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

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

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

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. 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. Identify and discuss equipment and other strategies (e.g., speech reading) used by the deaf/hard of hearing.
C. Discuss the reasons for developing an understanding of the Deaf culture.
D. Identify strategies for teaching others to be culturally sensitive when working with people from diverse backgrounds.
E. Identify and discuss the types of deaf communication.

F. Identify the differences between American Sign Language and other sign languages.
G. Describe the survival skills needed to function in a hearing environment.
H. Differentiate between interpreting in an educational, religious, or performing arts setting and for legal or medical appointments.

7. Learning the Alphabet and Numbers

A. Use of the American Sign Language alphabet fluently.
B. Demonstrate expressive finger spelling using a cadence that is equal to receptive skills to facilitate the ease of conversation.
C. Demonstrate fluency in basic finger spelling.
D. Demonstrate proper location for finger spelling.
E. Discriminate among the different hand shapes of the alphabet and numbers.
F. Identify and express numbers zero to one million.
G. Develop receptive fingerspelling skills to recognize the shape of words.

8. Spatial Awareness Unit

A. Discuss and demonstrate the importance of body language, hand gestures, facial expressions, and context.
B. Using space from top of head to waist, maintain a boundary for conducting expressive communication.
C. Demonstrate proper body positioning and role shifting.
D. Demonstrate spatial agreement for established signs.
E. Explain why proper use of space/location is necessary for proficient sign language communication.

9. Grammar Skills

A. Acquire a functional vocabulary of at least 900 words in American Sign Language.
B. Identify correct topic-comment sentence structure.
C. Differentiate between ASL statements and questions.
D. Correctly use ASL patterns, word order and sentence structure.
E. Explain the subtle difference between delivery of a noun sign and its verb counterpart.
F. Deliver both directional and non-directional verbs.
G. Identify and use ASL classifiers.

10. Reception

A. Demonstrate comprehension skills by viewing a video and interpreting 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.

D. View a video and indicate accurate responses to questions about its contents.

11. Expressive Skills

A. Demonstrate delivery skills, including the ability to sign dialogue using correct hand shapes, appropriate gestures, facial expression, and rhythm.
B. Participate effectively in class discussion and conversation, demonstrating the ability to initiate conversation and pose questions.
C. Practice communication skills without the use of spoken language through the use of charades, impromptu expression and body language.
D. Answer questions that demonstrate comprehension of what is presented in the dialogue.
E. Prepare and give a short speech on a given topic.
F. Give an impromptu talk on a given topic.
G. Prepare and conduct an interview with another student.
H. Use correct grammatical structure and vocabulary in communicating about current events.

12. Interpretation Unit

A. Correctly interpret figurative language into appropriate ASL concepts.
B. Interpret commonly used English idioms and slang into appropriate ASL concepts.
C. Derive meaning from facial expression and body language.
D. Interpret concept vs. literal meanings in poetry, music, and story.
E. Practice interpreting “voice to sign” and “sign to voice.”

13. Emergency Protocols

A. Use sign language to convey common workplace safety issues/concerns and warnings.
B. Demonstrate basic medical and emergency vocabulary.
C. Demonstrate expressive and receptive signing abilities to convey emergency situations.

14. Critical Thinking Skills

A. Demonstrate the ability to apply critical thinking skills to develop strategies for solving problems.
B. Expand cognitive abilities in writing, reading, receiving, and delivering in the following cognitive domains: comparison and contrast.
C. Identify methods to deal with internal, external, and environmental distractions while interpreting.

15. Deaf Community

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. Understand the Code of Professional Conduct and the importance of confidentiality in providing interpreter services.
D. Identify social, medical and educational issues for the deaf community.
E. Participate in a practical exercise with deaf individuals.
F. Describe the impact of technology on the deaf community and identify technological advances that are an advantage and/or disadvantage.

16. Introduction to Certification Process

A. Outline the steps necessary for ASL fluency and interpreting certifications.
B. View and follow directions in a testing environment.
C. Use finger spelling correctly in a demonstration.
D. Discuss strategies for learning to work within a time limit.
E. Apply the use of context clues to demonstrate comprehension.
F. Recognize the value of test items and pacing oneself accordingly during the examination.
G. Identify certification agencies and requirements of certification.

17. Career Development

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.
E. Identify interpreter certifications and how they apply to career and employment opportunities.

18. Portfolio Design

A. Develop personal marketing and computer skills by refining your digital portfolio for post-secondary and employment acceptance.
B. Compile best samples of original works and documents for a variety of purposes, which shows a progression in the acquisition of knowledge and/or skills.
C. Demonstrate knowledge of competencies through journaling or summary of selected works or documents.
D. Revise professional resume and cover letter to align with skills and objective statements of the relevant industry.
E. Dress professionally and practice interviewing techniques using portfolio materials.
F. Assemble industry and employability documents (resume, cover letter, certifications, recommendation letters, etc.).
G. Create a “leave behind” book or folder.
H. Display portfolio materials during a fair, community event, competition, or professional panel review.
I. Evaluate and utilize feedback to improve 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 18A-I	2 3 10	2 3		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-G 8A-C 9B, C, F, G 11A, C, H 12A-C 14A, B	1 2 4 10	2 4 10	D8.0	LS 11-12.6 SLS 11-12.4
3. In groups, students will create industry specific brochures informing businesses on how to best accommodate Deaf patrons. Students will distribute these brochures to the community.	1A-F 2A, B, D, E, I, J 4E 6A-D 12A, C 13A-C 14B 15B, D, A	1 2 4 9 10	2 4 5 9 10	D8.0 D11.0	LS 11-12.1 LS 11-12.2 LS 11-12.6 SLS 11-12.1b SLS 11-12.1d WS 11-12.2 WS 11-12.4 WS 11-12.7
4. 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, G 14A 15D, F	2 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 1-12.1d SLS 11-12.3

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
					WS 11-12.7 WS 11-12.9
5. In groups, students will translate and interpret a pre-school/elementary appropriate story for an audience.	1A, C, D, F 2A, D, I 7A-D 8A, B, D 9B, C, F, G 11A 12A-D 14A, B	2 5 9	2 5 9	D8.0	LS 11-12.5
6. Students will collaborate with students from another course, teaching ASL signs appropriate to their subject matter.	1D, F 2A, D, I, J 6A-D, G, H 7D 8A	2 5 8 9 10	2 5 8 9 10	D8.0	LS 11-12.3 LS 11-12.5 LS 11-12.6 WS 11-12.7 SLS 11-12.1
7. Students will write, direct and produce instructional videos designed to support Deaf peoples in other communities.	1A, B, D, F 2A, B, I 6D 7A-G 8B-D 9C-G 11A, B, E 12A-D	2 4 5 9 10 12	2 4 5 9 10	D8.0 D9.0 D10.0	LS 11-12.3 LS 11-12.6 SLS 11-12.1b SLS 11-12.4 WS 11-12.4 WS 11-12.6
8. Students will create a music video in ASL to be shared with and critiqued by a Deaf audience.	1D 2J 3A 7A-G 8A, C	2 4 10	2 4 10	D8.0	LS 11-12.5

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
	9A-G 11A, C, E 12A-E 14C 16E				
9. Students will plan, organize and implement a Deaf event designed to connect with the Deaf community.	1A, C, D 2A, D, E, I, J 4F 5A, H 6B, E, H 11A 14A-C 15A, C, D, F 16D 17B, D	2 4 5 7 9 10 12	2 4 5 7 9 10	D8.0 D12.0	SLS 11-12.1b
10. Students will interview with a signing panel, communicating fluently and effectively in ASL.	1A, D, F 7A-F 8A, B, D 9B-D, F, G 10B, C 11A-D, F, H 12A-C 14A - C 15E	2 5 9 10	2 5 9 10	D8.0	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.
D11.0 Distinguish common problems and crises affecting individuals and families of all ages.
D12.0 Advocate for the importance of social involvement for individuals and families.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LS 11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

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 11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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. Utilizing the Gallaudet website, research and identify the pros and cons of the evolution of ASL.
2. Utilizing the Laurent Clerk website, research an article on growing up deaf and present to class.
3. Class discussion on video “Through Deaf Eyes”.
4. Research and present the different modes of interpreting and the appropriate etiquette that should be used in a variety of settings (i.e. courtroom, classroom, etc.).
5. Develop a brochure for businesses that provides information on how to work with deaf clients.
6. Diagram 15 ASL sentences.
7. View a signed passage and identify the tense.
8. List classifiers based on different hand shapes.
9. Demonstrate appropriate facial expressions for a variety of emotions.
10. Identify common body language used by both deaf and hearing people.
11. Diagram 15 ASL sentences indicating nouns and directional and non-directional verbs.
12. Students will translate documents into ASL using the Glass Method

13. View presentations and answer questions on paper regarding content viewed in sign language (emotions, tone, identifying a question vs. statement, etc.).
14. View ASL Interpreter Training video and answer questions regarding content viewed.
15. Interpret a story communicated solely in ASL and identify the key components of the story in writing.
16. Listen and interpret audio tapes utilizing the appropriate lag-time to ensure message is conceptually correct.
17. Accurately translate directions remembering the signer's perspective to find a hidden object.
18. Utilizing a map of the campus, instruct another student to a specific location on campus using ASL.
19. Following the instructions given by another student in ASL, highlight directions given on a campus map.
20. Attend one deaf event per semester, introducing themselves as an ASL student, and completing a written summary that addresses 12 pre-determined questions.
21. Share something of interest with the class in ASL.
22. Interpret and present a children's story to class in ASL.
23. Sign an assigned passage within the confines of a 3'x3' frame.
24. Demonstrate appropriate mouth movements or sounds used to clarify a signed word.

25. Illustrate the literal and conceptual meanings of idioms. Translate the conceptual meanings in ASL.
26. Interpret poetry, jokes, or songs in ASL.
27. Present an accurately translated poem or song in ASL to class.
28. Video interview in SEE v/s ASL.