

Colorado CTE Course – Scope and Sequence

Course Name	American Sign Language I		Course Details		
			Course = 0.50 Carnegie Unit Credit		
Course Description	American Sign Language is a manual language which entails vocabulary, grammar, sentence structure, and body movement to express meaning for communication. Lessons or units also include cultural aspects to help the student understand and interact with the Deaf. Students are introduced to these aspects in units, which are ordered in a manner to build upon the previous units. Lessons are structured around language needed or common life situations. Major concepts are reinforced through reading materials, video, cooperative learning activities, and long-term assignments.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement (The Student Can:)	CTSO Integration
I: Introducing Oneself	430 minutes	1.1 : Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions. 1.2: Communication: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.		● Introduce myself (fingerspell my name, ask for a name, and express pleasure in meeting someone) ● Identify a person (gender+brief description) ● Show appropriate ways to get a person’s attention ● Follow classroom instructions ● Describe a shape and how to indicate	Power of One Career Connections Community Service Families First

		1.3 Communication: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. 2.1 Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1 Connections: Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1 Comparisons: Students demonstrate understanding of the		where to place secondary items • Use facial expressions and head position to ask wh-word questions • Use correct hand positions for fingerspelling • Use correct hand shapes for fist letters • Read and sign numbers 1-15 • Discriminate between descriptions- telling specifically what is the same and what is different • Give commands involving objects and the body	
--	--	---	--	--	--

		nature of language through comparisons of American Sign Language and their own languages. 4.2 Comparisons: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own. 5.1 Communities: Students use American Sign Language within and beyond the school setting. 5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.			
II: Exchanging Personal Information	672 minutes	1.1 : Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions. 1.2 : Communication: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.		• Ask a yes/no question • Identify a person (gender, appearance, body position, and/or action) and either ask a question or make a statement about the person • Correctly acknowledge information signed by the other person	

		1.3 Communication: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. 2.1 Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1 Connections: Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture. 4.1 Comparisons: Students demonstrate		• Narrate language background using transitions (raised brows) to signal a new time frame. • Narrate information about a person and to use transitions (raised brows) to move from one topic to the next • Describe three different types of shapes and how to indicate where to place secondary items • Take the signer's perspective to draw a shape • Negotiate through a signed conversation and through crowds of people conversing in signs • Use correct hand position for fingerspelling names with double letters • Use correct handshapes for "up" letters • Read and sign the numbers 1-29 • Use different strategies to ask for a sign • Affirm/negate a sentence	
--	--	--	--	--	--

		understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Comparisons: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own. 5.1 Communities: Students use American Sign Language within and beyond the school setting. 5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.		Understand the role Gallaudet University plays in the Deaf community	
III: Discussing Living Situations	870 minutes	1.1 : Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions. 1.2: Communication: Students comprehend and interpret live and recorded		- Give commands involving objects and locations - Correctly fingerspell words with the letter "Z" - Ask a "which" question using the contrastive structure - Read and sign correctly ordinal numbers 1st-9th	

		American Sign Language on a variety of topics. 1.3 Communication: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. 2.1 Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1 Connections: Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.		• Give directions to places on the same floor, different floor and/or different buildings • Locate places using real world orientation • Show spatial agreement by orienting sign to person one is referring to • Describe pets • Use different strategies to ask for a sign • Use the correct number forms for cardinal numbers 1-66 • Ask/tell how long something takes in minutes and hours • Respond to "thank you" • Correctly fingerspell words with the letters "Y", "Q", and "P" • Modify verbs to show agreement with established locations	
--	--	---	--	---	--

		4.1 Comparisons: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Comparisons: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own. 5.1 Communities: Students use American Sign Language within and beyond the school setting. 5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.			
IV: Talking about Family	720 minutes	1.1: Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions. 1.2: Communication: Students comprehend and		• Ask someone if they are married and then ask other personal questions about family • Ask someone if they have siblings, who is the oldest, and ask about similarities and differences between siblings	

		interpret live and recorded American Sign Language on a variety of topics. 1.3 Communication: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. 2.1 Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1 Connections: Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.		• Read and sign cardinal numbers 1-100 • Know the different hand positions when fingerspelling the letter "J" • Indicate one's rank among siblings when discussing ages • Read and sign age numbers • Use possessive adjectives to tell or ask about people's relationships • Give two different negative responses • Make a negative statement, correct information, or do both • Make negative statements and then ask follow up questions • Ask someone yes-no questions regarding relatives and whether the relatives are still living or dead • Use different strategies to get my meaning across when I don't know a sign for it	
--	--	---	--	---	--

		4.1 Comparisons: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Comparisons: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own. 5.1 Communities: Students use American Sign Language within and beyond the school setting. 5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.		• Make complimentary comments to people about their families • Maintain a clear sightline at all times, both as a signer and as a listener	
V: Telling about Activities	630 minutes	1.1: Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.		• Ask what someone did/will do on a certain day • Ask when someone did/will do a certain activity • Ask someone if s/he has completed an activity	

		1.2 : Communication: Students comprehend and interpret live and recorded American Sign Language on a variety of topics. 1.3 Communication: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. 2.1 Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1 Connections: Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only available through		● Use time signs to discuss events in the future and in the past ● Express opinions ● Use space around me when using possessive adjectives to discuss more than 2 people ● Use agreement verbs to indicate the subject and the object of an action ● Indicate tense in a sentence ● Use non-manual markers to sequence two or more activities ● Know the correct forms for plural pronouns to tell how many ● Know the correct sign to use when responding to a “Are you done...?” question ● Correctly fingerspelling the letters “G” and “H”	
--	--	---	--	--	--

		American Sign Language and Deaf culture. 4.1 Comparisons: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Comparisons: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own. 5.1 Communities: Students use American Sign Language within and beyond the school setting. 5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.			
VI: Storytelling	495 minutes	1.1: Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.		• Tell the Timber Story • Tell the Gum Story • Tell the Gallaudet and Clerc Story • Tell their own childhood story	

		1.2: Communication: Students comprehend and interpret live and recorded American Sign Language on a variety of topics. 1.3 Communication: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics. 2.1 Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2 Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. 3.1 Connections: Students reinforce and further their knowledge of other disciplines through American Sign Language. 3.2 Connections: Students acquire information and recognize the distinctive viewpoints that are only			
--	--	--	--	--	--

		available through American Sign Language and Deaf culture. 4.1 Comparisons: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages. 4.2 Comparisons: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own. 5.1 Communities: Students use American Sign Language within and beyond the school setting. 5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.			
--	--	---	--	--	--

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 3:** Read a wide range of literary texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 5:** Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.