

Colorado CTE Course – Scope and Sequence

Course Name	American Sign Language II		Course Details		
			Course = 0.50 Carnegie Unit Credit		
Course Description	American Sign Language (ASL) is a manual language which entails vocabulary, grammar, sentence structure as well as body movement to express meaning for communication. ASL II will build upon ASL I with units including cultural aspects to help students understand and interact with the Deaf. Lessons are structured around language needed for common life situations.				
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	CTSO Integration
Unit 7: Describing People and Things	940 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. 1.3 Communication: Students present information, concepts, and		- Describe one or two things to successfully point out a person - Use the correct sequence to describe items that are not present - Ask for confirmation about or confirm a person being identified - Translate English sentences with the word “have” correctly into ASL - Correctly fingerspell clothing-related words	Community Service Power of One Career Connections Families First

		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		• Understand how to use the signs for “drive to,” “take to” and “pick up” to correspond to the assigned locations in the narratives • Give year numbers using the correct number patterns • Understand how to do “greetings” and “leave takings” with consideration of the person, time and place • Figure out meaning even though I don’t know every sign used	
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		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.			
Unit 8: Making Requests and Asking for Advice	1010 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.		• Thoroughly explain the situation before requesting a favor • Politely decline a request or agree to it with conditions • Ask for advice by explaining a situation, and using the conjunction that tells what I forgot to do • Ask for advice by explaining situations involving spills, awkward conversations or	

		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		something one should not do, and using the conjunction that tells what unexpectedly happened • Correctly name the months; use numbers to tell in how many months something will occur; and modify number signs to tell an event occurs repeatedly • Modify an agreement verb to show the subject and object of the sentence • Know the structure to follow when translating negative English sentences • Know the structure to follow when translating negative English sentences • Know the structure to follow when translating negative English sentences that end with a tag question • Give phone numbers using identification number patterns	
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		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.		• Use all four strategies to ask for a sign • Know how to minimize interruptions and when to share why I am arriving late or leaving early with the teacher • Know the differences between arbitrary and descriptive name signs, how they are formed, give and used • Figure out meaning of what is signed even though I don't know every sign used	
Unit 9: Describing Places	965 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.			

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Unit 10: Giving Opinions About Others	840 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			

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Unit 11: Discussing Plans and Goals	940 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			

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Unit 12: Storytelling and Fables	955 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. 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			
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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.