

Colorado CTE Course – Scope and Sequence

Course Name	American Sign Language IV		Course Details			
			Course = 0.50 Carnegie Unit Credit			
Course Description	ASL IV continues from ASL I, II, and III to provide further study of American Sign Language (ASL) and its grammar, syntax, and cultural features. Helps students develop competency and fluency in the language. Variations in ASL are addressed. Provides the student with an opportunity to recognize the impact of Deaf Culture on emerging ASL Literature. Covers non-fiction, fiction, poetry, and drama depicted in readings and videotapes related to everyday lives of Deaf people. Develops insight and appreciation of Deaf literature and its implications for Deaf education.					
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 (FCCLA)	
Unit 18; Narrating Unforgettable Moments	1310 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.		- Introduces the student to the basic role shift sequence using only the initiator's view. Students learn to use role shift to show movement of an object (ICL, LCL, or liquid (ECL) between people to tell a simple story about a mishap involving an object or liquid. - Introduces how to describe different	Interpersonal Communication	

		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		types of falls by using appropriate classifiers, SCL:V to represent a person and LCLs to represent barriers, and how to time reactions while describing falls. - Introduces how to describe injuries as a result of a trip or fall, by using descriptive (DCL), bodypart (BPCL), locative (LCL), and element (ECL) classifiers with one-person role shift. - Introduces how to describe what happened from the perspectives of the initiator and the receiver. Students learn four role shift variations. - Helps students elaborate on stories by giving descriptions, and by sharing thoughts, reasons, and reactions while telling a story. At the end of the unit, students are to present a story about one of their	STAND UP advocacy, inclusion, and accessibility focus.
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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.		own “unforgettable moments.”	
Unit 19: Sharing Interesting Facts	725 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.		- Introduces how to use percentages and fractions to distinguish the part from the whole to show the impactor importance of the information. - Introduces how to categorize and rank in order information using listing skills and ranking vocabulary.	

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		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.			
Unit 20: Explaining Rules	780 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		Students will begin with driving rules and then move on to cultural rules, customs, and appropriate behavior. The first lesson introduces the “rule” and “authoritative-diplomatic” vocabulary used to explain rules. Students learn to use a	

		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.		conditional clause to set up the situation before explaining the rule. - Students learn to discuss card games-how to play, and how to win. Students learn how to give clear instructions by using space, spatial agreement, locative classifiers, instrument classifiers, and conditional clauses while playing a new game of cards. - Students learn to organize instructions for a group game deciding what rules to explain before and what rules to explain during play. This requires the students to learn to use various attention getting behaviors to manage the group as they practice playing the game.	
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		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.			
Unit 21: Telling About Accidents	1260 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		Introduces students to the basic action sequence to describe an incident involving a horse. Students learn to sequence classifiers appropriately, use movement agreement to show riders moving in rhythm with the horse's movement,	

		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.		use appropriate facial expressions, and use role shift within a narrative sequence. - Introduces students to basic narrative sequences to tell about an incident involving a bicycle by using appropriate classifiers to tell what happened. Students learn to use “ahh” and “impact” expressions and appropriate timing of expressions to coincide with the fall from a bicycle. - Expands on students’ narrative sequence to describe an incident involving one or more cars. This includes learning to sequence classifiers to describe a situation, to role shift to change perspectives, and to show attitude and reactions to what is happening. - Students are to give their final presentations by applying what they have learned in this unit by describing an	Community Service – direct application of ASL skills in authentic settings
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		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.		accident that they have experienced.	
Unit 22: Talking About Money	510 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.		Reviews some of the basic money-related signs that students have learned from the beginning and intermediate classes and then introduces new signs related to income and methods of payments.	

		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		- Introduces vocabulary needed to discuss banking services. At the end of this lesson, students discuss the advantages and disadvantages of paying by cash, check, and credit card. - Covers topics such as debts, bills, and contributions. Students learn to use money-related signs by viewing video dialogues in Session 1 and 2. Students are provided with strategic interaction situations to practice using signs they've learned in class.	
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		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.			
Unit 23: Making Major Decisions	600 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.		Introduces students to topics related to housing situations. Students are encouraged to discuss what they like and don't like about their homes, and what they would like in a dream	

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		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.			
Unit 24: Discussing Health Conditions	1110 Minutes	1.1: Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express		Introduces the signs for body parts and the classifiers that tell how it looks and functions. Students learn to describe the normal process of the	

		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		body or the body parts. • Students learn vocabulary and phrases used to discuss symptoms, causes, and treatments for a given condition. These three areas become the framework from which students develop their final presentation. • Students prepare for their final presentation by going through the process of analyzing, organizing and developing a presentation on Diabetes, and using the information to give a final presentation on a health condition they have chosen.	
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		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.			
Unit 25: Storytelling	1620 Minutes	1.1: Communication: Students engage in conversations and correspondence in American Sign Language to provide and obtain		Students analyze a fairytale or folktale told by a Deaf storyteller to see how the story is structured and how the key	

		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.		elements are applied to tell the story. • Students analyze, translate and adapt a written story. They examine the plot, story structure, characters, meaning, and special features in order to develop an ASL adaptation of the story that is not influenced by English. • Students select a story of their own to tell and are given the opportunity to apply what they have learned in class to the development of their own story. • Students prepare a video draft of their story and submit it to you for feedback. • Students give a 7-10 minute live story presentation in front of the class.	
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		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.			
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The National Family and Consumer Sciences Standards ([LEADFCS NATIONAL STANDARDS](#)) that most naturally support an ASL III course are:

- **1.0 Career, Community & Family Connections** – leadership, community engagement, advocacy, and career awareness.
- **13.0 Interpersonal Relationships** – communication, relationship-building, and cultural competence.
- **7.0 Family & Human Services** – accessibility, inclusion, advocacy, and support services.
- **3.0 Consumer Services** – interpreting, customer service, and communication access.

4.0 Education & Early Childhood – language acquisition, literacy, and instructional communication

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 6:** Craft arguments using techniques specific to the genre.
- **Prepared Graduate 7:** Craft informational/explanatory texts using techniques specific to the genre.
- **Prepared Graduate 8:** Craft narratives using techniques specific to the genre.

- **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.