

Colorado CTE Course – Scope and Sequence

Course Name	American Sign Language III		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 III will build upon ASL II 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 Options	CTSO Integration (FCCLA)
ASL Fluency and Communication	24 Days	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	Students maintain spontaneous ASL conversations on academic, career, and community topics using intermediate fluency, comprehension, and cultural appropriateness.	• Peer-to-peer conversation rubric • Recorded ASL conversation assessment • ASL interview or proficiency check • Presentational and interpersonal communication rubric • Teacher observation checklist during conversations	Leadership Academy Develops communication, presentation, collaboration, and leadership skills through ASL.

Deaf Culture and Community Perspectives	10 Days	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.	Explain how Deaf cultural practices reflect Deaf community values and perspectives. Identify perspectives and information gained through ASL and Deaf culture. Apply ASL to demonstrate understanding of concepts from other disciplines.	Explain three Deaf culture practices and their perspectives with 80% accuracy. Describe three viewpoints learned through ASL and Deaf culture (e.g., visual communication, Deaf gain, community traditions) with 80% accuracy. Communicate concepts from another subject area (e.g., science, history, math, or language arts)	Community Service Students can plan Deaf awareness activities, accessibility projects, or community outreach events.
Deaf Culture and Accessibility Advocacy	8 Days	4.1 Comparisons: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages	Identify and explain three differences between ASL and English (e.g., grammar, word order, facial expressions/non-manual signals)	Create a visual comparison of at least three ASL and English language features and explain the differences	STAND UP Promotes advocacy, inclusion, and awareness of barriers faced by Deaf and hard-of-hearing individuals.

Community Outreach and Service Learning	10 Days	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.	Use ASL to communicate in school and community settings.	Use ASL while participating in an FCCLA leadership, service-learning, or community outreach activity and demonstrate effective communication and professionalism with 80% proficiency.	Families First Supports communication and relationship-building with diverse families and community members Power of One Encourages personal growth, goal setting, and continued ASL skill development. Career Connection
ASL Career Exploration (Interpreting, Human Services, Education)	8 Days	5.2 Communities: Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.			

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.