Wall Township Public Schools	Board Approval Date: November 18, 2025

Course Title: MD American Sign Language

Course Description: The MD American Sign Language (MD-ASL) Curriculum is a differentiated and accessible program tailored to meet the diverse needs of students with multiple disabilities. This curriculum introduces foundational American Sign Language skills while incorporating essential communication, social-emotional, and functional life skills.

National American Sign Language Standards

Vision for MD-ASL Education

The growing popularity of ASL has made the need for learning standards imperative. The Standards for Learning American Sign Language was made possible through the collaborative effort of the American Sign Language Teachers Association (ASLTA) and the National Consortium of Interpreter Education Centers (NCIEC), with the encouragement and additional financial support of the American Council on the Teaching of Foreign Languages (ACTFL). The committee members and reviewers represented K-16 ASL instructors.

The standards are intended for teachers and administrators of American Sign Language in K-16 educational settings. They do not constitute a curriculum or syllabus, and should be applied with flexibility in mind. The standards reflect the framework of communicative modes as established by ACTFL and incorporate the goals of the 5 C's of foreign language instruction—Communication, Cultures, Connections, Comparisons, and Communities. The standards follow a spiraling methodology, with topics and skills visited and revisited with increasing complexity as learners develop greater proficiency.

Administrators, ASL teachers, and curriculum developers are encouraged to use these standards in the development and revision of current and future ASL programs. The sample progress indicators contained in these standards can be adapted for learners with different backgrounds and levels. The standards are also applicable to heritage learners. The progress indicators include benchmarks for knowledge and performance of ASL learning at grade levels K, 4, 8, 12, and 16.

One purpose for the publication and dissemination of these standards is to facilitate the inclusion of ASL in curriculums at all levels of education.

Practices of MD-ASL

The sample progress indicators at each level (K, 4, 8, 12, 16) allow for a broad range of student achievement. These indicators are used to demonstrate typical progress of students in well-articulated ASL programs. The length of a program and the level at which students begin their study of ASL will have a significant impact on the overall level of competency and proficiency students will likely achieve. However, students enter the study of ASL at different ages, grades, and levels and with different backgrounds and sets of experiences. Students entering the study of ASL at the secondary or postsecondary level will need progress indicators more appropriate to novice learners, while some heritage learners, for example, may satisfy indicators more typical of work at the postsecondary level.

Educators will notice a spiral approach to the topics and sample progress indicators in this document. Students learning ASL at lower grade levels will be exposed to concepts at a simplified degree of difficulty, while students at higher grade levels are exposed to the same linguistic and cultural features but at a deeper and broader level. It is important to note that the materials and tasks selected by the instructor will vary in difficulty based on the setting, age of the student, and objectives. Naturally, a college-level course will require more extensive materials than those presented to an elementary or high school student even though they may be working on the same linguistic or cultural topic.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Unit 1: Foundations of Communication and Daily Needs: Alphabet and Fingerspelling	5 Periods
Unit 2: Foundations of Communication and Daily Needs: Greetings and Manners	5 Periods
Unit 3: Foundations of Communication and Daily Needs: Feelings and Emotions	5 Periods
Unit 4: Foundations of Communication and Daily Needs: Basic Needs	5 Periods

Unit 5: People, Places, and Routines: People and Roles	5 Periods
Unit 6: People, Places, and Routines: Classroom Objects	5 Periods
Unit 7: People, Places, and Routines: Daily Schedule	5 Periods
Unit 8: People, Places, and Routines: Yes/No Choices	5 Periods
Unit 9: Home Life and Community: Home Vocabulary	5 Periods
Unit 10: Home Life and Community: Food and Mealtime	5 Periods
Unit 11: Home Life and Community: Community Signs	5 Periods
Unit 12: Home Life and Community: Safety Signs	5 Periods
Unit 13: Weather, Animals, and Fun: Weather and Seasons	5 Periods
Unit 14: Weather, Animals, and Fun: Animals	5 Periods
Unit 15: Weather, Animals, and Fun: Colors and Shapes	5 Periods
Unit 16: Weather, Animals, and Fun: Holidays and Celebrations	5 Periods

Unit 1

Desired Results

Unit 1 Title: Foundations of Communication and Daily Needs: Alphabet and Fingerspelling

Unit Summary: In Unit 1, students will begin developing basic communication skills using American Sign Language with a focus on the ASL alphabet and introductory fingerspelling. This unit lays the foundation for expressive and

receptive language through visual and tactile learning. Students will explore how to identify and produce letters of the alphabet, recognize their own names, and begin to spell familiar words such as their names, classroom items, and daily needs.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Interdisciplinary Connections:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Learning Targets

Unit Essential Questions:

- How can I use my hands, eyes, and body to communicate with others?
- What does the ASL alphabet look like, and how is it different from spoken or written letters?
- How can I spell my name and other important words using the ASL alphabet?
- How does fingerspelling help me share my needs, wants, and ideas?

Unit Enduring Understandings:

- American Sign Language (ASL) is a visual language that helps people communicate without speaking.
- The ASL alphabet allows me to spell words like names, places, and important items.
- Using signs and fingerspelling can help me express my needs, wants, and feelings.
- I can learn to recognize and use handshapes to communicate letters and words.

• How can I recognize when someone is using fingerspelling or signing to talk to me?	• Communication happens in many ways, and everyone deserves a way to be understood.
Vocabulary: Alphabet/Fingerspelling	
Students will be able to: • Identify and produce ASL handshapes for letters in the alphabet. • Fingerspell their own first name with support. • Recognize when someone is fingerspelling and respond appropriately. • Use fingerspelling to communicate basic needs. • Engage in simple communication routines using signs and fingerspelling during daily activities.	

Learning Activities:
• Name Sign Matching Activity
  ○ Students match printed letters of their name to ASL handshape cards.
• ASL Alphabet Song with Movement
  ○ Sing the ASL alphabet song while modeling handshapes.
  ○ Add whole-body movements (e.g., clapping, rocking) to maintain engagement and reinforce motor memory.
• Fingerspelling Name Tracing
  ○ Use tactile name cards where students trace letters and corresponding ASL handshapes (with laminated templates or raised glue outlines for sensory input).
• Mirror Practice / Partner Signing
  ○ Students use mirrors or pair up to practice forming letters with their hands and/or peers or staff model letters and students try to imitate (with or without hand-over-hand support).
• Daily Needs Sign Role-Play
  ○ Use real objects (e.g., snacks, drinks, bathroom picture cards) for students to request using signs and/or fingerspelling and practice during real-life moments (snack time, bathroom breaks, or transitions).
• Sign and Seek: Letter and Object Hunt	

    - Hide alphabet letters or objects around the classroom. When students find them, they sign the corresponding ASL letter or the object name using signs or fingerspelling.
- Interactive Whiteboard or iPad Games
    - Use ASL alphabet matching apps or digital flashcards.
- Name Recognition Circle
    - During the do now, each student fingerspells or signs their name with support, and classmates try to recognize whose name is being signed.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- ASL alphabet posters or flashcards
- Handshape cards (individual letters and signs)
- Picture symbols
- Name cards (with printed names + ASL fingerspelling)
- Tactile alphabet materials (e.g., sandpaper letters, foam letters, textured paper)
- iPad or tablet if possible
- Mirrors (small handheld or wall-mounted for self-practice)
- Laminated sheets or dry-erase boards
- “Sign of the Day” chart or calendar

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice

- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Foundations of Communication and Daily Needs: Greetings and Manners

Unit Summary: In this unit, students will learn basic American Sign Language (ASL) signs related to greetings, social interactions, and polite expressions. Through visual, tactile, and interactive activities, students will practice using signs such as “hello,” “goodbye,” “please,” “thank you,” and “sorry” to participate in daily routines and build relationships with peers and adults. Lessons will focus on modeling respectful social behavior, encouraging turn-taking, and supporting expressive and receptive communication. The unit reinforces the idea that everyone deserves a way to connect and be understood in social settings.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Interdisciplinary Connections:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Learning Targets

Unit Essential Questions:

- How do I say hello and goodbye using ASL?
- When should I use signs like “please” and “thank you”?
- How can I show respect and kindness with my hands?
- What signs help me start and end a conversation?
- How do I respond when someone signs to me politely?

Unit Enduring Understandings:

- ASL helps us greet others and be polite.
- Using signs like “please” and “thank you” shows kindness.
- Everyone deserves respectful communication.
- Greetings and manners help us connect with others.
- I can use signs to start and end conversations in a friendly way.

Vocabulary: Hello, Goodbye, Please, Thank you, You’re welcome, Sorry, Excuse me, What is your name?, Nice to meet you, Friend, Name, How are you?, Good / Fine, Okay, Yes and No

Students will be able to:

- Use basic ASL signs to greet others and say goodbye.
- Express polite words like “please,” “thank you,” and “sorry” using signs.
- Respond appropriately when someone greets them or uses polite signs.
- Use signs to start and end simple social interactions.
- Show respect and kindness through ASL in daily routines and conversations.

Learning Activities:

- Greeting Circle
  - Students practice signing “hello” and “goodbye” to peers and teachers during morning and closing circles.
- Manners Role-Play
  - Using simple scripts or real-life scenarios, students take turns practicing signs like “please,” “thank you,” and “sorry” with peers or staff.

- Sign Matching Cards
  - Students match picture cards of polite expressions (e.g., “thank you”) with the corresponding ASL sign cards.
- Social Story Videos
  - Watch short videos demonstrating greetings and manners in ASL, followed by guided practice of the signs.
- “Sign of the Day” Routine
  - Introduce one manners-related sign each day and use it throughout the classroom activities for reinforcement.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- ASL sign flashcards (greetings and manners vocabulary)
- Picture symbol cards for polite expressions
- Social story books or printed scripts about greetings and manners
- Tablet or computer for playing ASL videos
- Mirrors (for students to watch their hand movements)
- Velcro or magnetic boards for matching activities
- Laminated signs and cards for durability
- Name tags or visual name cards for circle time
- Simple props for role-play (e.g., toy telephone, pretend food)
- Whiteboard or chart paper for “Sign of the Day” visuals

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction

- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Foundations of Communication and Daily Needs: Feelings and Emotions

Unit Summary: In this unit, students will learn to recognize and express basic feelings and emotions using American Sign Language (ASL). Through visual supports, modeling, and multisensory activities, students will practice signs for emotions such as happy, sad, angry, and tired. The unit encourages students to communicate their feelings effectively to promote self-awareness, social connection, and emotional regulation. Lessons focus on building receptive and expressive skills to support meaningful interactions in daily life.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Interdisciplinary Connections:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Learning Targets

Unit Essential Questions:

- How do I show how I feel using signs?
- What signs tell me how someone else feels?
- Why is it important to share my feelings?
- How can I use signs to ask about feelings?
- What can I do when I feel upset or happy?

Unit Enduring Understandings:

- Signs can help me share how I feel.
- Understanding others' feelings helps me connect with them.
- Everyone has feelings that are important to express.
- Using ASL to talk about emotions helps me stay calm and happy.
- I can ask others about their feelings using signs.

Vocabulary: Happy, Sad, Angry, Tired, Scared / Afraid, Excited, Hurt / Pain, Calm, Love / Like, Cry / Crying, Smile, Laugh, Please, Thank you, Frustrated, Confused, Nervous, Proud, Bored, Lonely, Surprised, Sick, Sleepy, Hurt, Mad, Peaceful, and Love you

Students will be able to:

- Use ASL signs to express their own feelings (e.g., happy, sad, tired).
- Recognize and understand signs that show how others are feeling.
- Respond to questions about emotions using appropriate signs.
- Use signs to ask about someone's feelings.
- Communicate their needs or comfort when feeling upset or hurt using ASL.

Learning Activities:

- Emotion Matching Game
  - Match picture cards of facial expressions with the corresponding ASL signs for feelings.
- Feelings Mirror Practice
  - Students practice signing different emotions while looking in a mirror to observe facial expressions and hand movements.

- Storytime with Emotion Signs
    - Read simple stories that highlight different feelings; pause to model and have students sign the emotions as they appear in the story.
- Feelings Role-Play
    - Use real-life scenarios or puppets where students practice signing emotions and appropriate responses.
- Emotion Choice Board
    - Provide a communication board with feeling signs so students can point or use their preferred method to express how they feel during class.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture cards of facial expressions and emotions
- ASL sign flashcards for feelings vocabulary
- Mirrors for students to watch their signs and expressions
- Storybooks with emotional themes
- Puppets or stuffed animals for role-play
- Communication boards or emotion choice boards
- Laminated signs and cards
- Tablet or computer for videos demonstrating feeling signs

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice

- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Foundations of Communication and Daily Needs: Basic Needs

Unit Summary: In this unit, students will learn essential American Sign Language (ASL) signs to express their basic needs such as food, drink, bathroom, help, and more. Through multisensory and interactive activities, students will develop both receptive and expressive communication skills to advocate for themselves in daily routines. Emphasis is placed on functional vocabulary that supports independence, choice-making, and meaningful interaction with peers and adults in everyday settings.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

Interdisciplinary Connections:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
● How do I use signs to tell what I need? ● What signs help me ask for food or drink? ● How can I tell someone I need help? ● What signs do I use when I need to go to the bathroom? ● Why is it important to use signs for my basic needs?	● I can use ASL to communicate my basic needs. ● Using signs helps me get what I need more easily. ● Asking for help is important and okay. ● Signs for basic needs help me be more independent. ● Everyone has a right to be understood and to express their needs.
Vocabulary: Eat / Food, Drink / Water, Bathroom / Toilet, Help, More, Stop, All done / Finished, Wait, Hungry, Thirsty, Sleep / Tired, Hot, Cold, Pain / Hurt, Drink (specifically “juice” or “milk”), Snack, Wash / Clean, Sit, Stand, Go, Play, Help me, Wait a moment, Quiet / Silence, Hurt / Ouch, Bathroom (different versions like “potty”), Change (diaper or clothes), Open / Close, Please. and Thank you	
Students will be able to: ● Use ASL signs to express basic needs like food, drink, and bathroom. ● Request help using appropriate signs. ● Indicate when they are finished or want more of something. ● Recognize and respond to basic needs signs from others. ● Use signs to communicate comfort or discomfort, such as feeling hot, cold, or hurt.	
Learning Activities: ● Choice Board Communication ○ Provide a board with picture symbols and corresponding signs for basic needs (food, drink, bathroom). Students point or use their preferred method to indicate their needs. ● Role-Play Requesting Help ○ Practice scenarios where students use the sign for “help” to ask a peer or teacher for assistance during activities or routines. ● Snack Time Signing	

    - Incorporate signing into snack or meal times by encouraging students to sign “eat,” “more,” “all done,” and “thank you.”
- Matching Game
    - Match picture cards of basic needs items with their ASL signs to build receptive and expressive vocabulary.
- Sign and Seek
    - Hide objects or picture cards around the room. When a student finds an item (like a water cup), they sign the corresponding word (e.g., “drink”).

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture symbol cards for basic needs (food, drink, bathroom, help, etc.)
- ASL sign flashcards for basic needs vocabulary
- Communication boards or choice boards with basic needs signs
- Snack items or pretend food/drink props
- Laminated cards and Velcro or magnetic strips for matching games
- Objects for “Sign and Seek” activity (cups, towels, toys)
- Mirrors for students to watch their hand movements
- Tablet or computer for ASL videos demonstrating signs
- Role-play props (e.g., phone, assistive devices)

Accommodations and Modifications:

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- Differentiated Online Practice

- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: People, Places, and Routines: People and Roles

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs to identify important people in their lives and community, such as family members, teachers, and helpers. Through interactive and multisensory activities, students will explore the roles these people play in daily routines. The unit supports students in recognizing, naming, and communicating about people around them, fostering social connection and understanding of their environment.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking (*CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections:

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Learning Targets

Unit Essential Questions:

- Who are the important people in my life?
- How do I use signs to name family and friends?
- What signs help me talk about people who help me?
- Why do different people have different jobs?
- How can I use signs to ask about or tell who someone is?

Unit Enduring Understandings:

- People in my life have special roles and jobs.
- I can use ASL to name and talk about family and helpers.
- Signs help me tell who people are and what they do.
- Knowing people's roles helps me understand my daily routines.
- Everyone is important and deserves to be recognized.

Vocabulary: Mom / Mother, Dad / Father, Brother, Sister, Teacher, Friend, Helper, Nurse, Principal, Student, Bus driver, Police, Doctor, Babysitter, Family, School, Home, Playground, Caregiver, Counselor, Janitor / Cleaner, Chef / Cook, Coach, Neighbor, Mail Carrier, Dentist, Librarian, Firefighter, Coach, Principal and Visitor

Students will be able to:

- Use ASL signs to name family members and important people in their lives.
- Identify people who help them at school and in the community using signs.
- Describe roles of different people using simple ASL vocabulary.
- Respond to questions about who people are with appropriate signs.
- Use signs to ask about or share information about people and their roles.

Learning Activities:

- People Picture Matching

    - Match pictures of family members, school staff, and community helpers to their corresponding ASL signs.
- Role-Play Introductions
    - Students practice signing and introducing themselves and naming people in their lives during circle time or small groups.
- “Who is This?” Game
    - Show a picture or describe a role, and students sign the person’s name or role (e.g., teacher, nurse).
- Community Helper Visit
    - Invite a community helper (or watch a video) and practice signing their role and name during and after the visit.
- Create a People Book
    - Students create a personalized book with photos or drawings of important people, labeled with their ASL signs.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture cards or photos of family members, school staff, and community helpers
- ASL sign flashcards for people and roles vocabulary
- Communication boards or choice boards with people and role signs
- Storybooks or social stories about family and community helpers
- Laminated cards and Velcro or magnetic strips for matching games
- Materials for creating a “People Book” (paper, markers, glue, photos)

- Tablet or computer for videos about community helpers
- Puppets or dolls for role-play activities
- Whiteboard or chart paper for group activities and visuals

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts
- Personal Glossary

- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6 Title: People, Places, and Routines: Classroom Objects

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs for common classroom objects they use and see every day. Through hands-on activities and visual support, students will develop the ability to identify, request, and respond to items such as pencils, books, chairs, and more. The unit supports functional communication, independence, and active participation in classroom routines by helping students express their needs and understand their environment using ASL.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
Computer Science & Design Thinking (*CS & DT*): 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
Interdisciplinary Connections: 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Learning Targets

Unit Essential Questions: • What do I see and use in the classroom every day? • How do I sign the names of classroom objects? • How can I ask for what I need using ASL? • What signs help me follow classroom routines? • How do I tell others where things are in the classroom?	**Unit Enduring Understandings:** • I can use ASL to name and ask for classroom objects. • Knowing classroom signs helps me follow routines and be more independent. • Signs help me communicate my needs in the classroom. • Understanding where things are helps me take care of my space. • Everyone can use signs to participate and learn in the classroom.
Vocabulary: Book, Pencil, Crayon, Paper, Scissors, Glue, Chair, Table, Desk, Backpack, Marker, Eraser, Board (whiteboard/chalkboard), Computer / Tablet,Folder, Notebook, Clock, Light, Trash / Garbage, Bathroom, Ruler, Tape, Stapler, Calendar, Box, Door, Window, Fan, Cubby, Sink, Tissue, Hand sanitizer, Ball (for classroom play), iPad / Tablet (if not already included), Pointer and Tray	

Students will be able to:

- Use ASL signs to name common classroom items.
- Request needed objects (e.g., “pencil,” “paper”) using appropriate signs.
- Identify and locate classroom items when asked.
- Follow classroom routines by understanding signs related to materials.
- Communicate where objects are or where they belong using ASL.

Learning Activities:

- Classroom Scavenger Hunt
  - Students find and sign the names of classroom items hidden around the room using visual supports or real objects.
- Request & Retrieve Game
  - Students practice requesting items with signs (e.g., “I want paper”) and retrieving or handing them to a peer or teacher.
- Object Matching Station
  - Match real classroom items to corresponding ASL sign cards or picture symbols.
- Daily Routine Sign Practice
  - Incorporate signs for objects into daily routines (e.g., sign “chair” when sitting, “book” during reading time).
- What's Missing? Game
  - Present several items, then remove one while students close their eyes. Students identify the missing item and sign its name.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Real classroom objects (pencils, books, scissors, glue, etc.)
- ASL flashcards or picture symbols for classroom items
- Laminated matching cards (object to sign)
- Velcro or magnetic board for sorting and matching activities
- Bins, trays, or containers for object sorting and scavenger hunts
- Visual schedule or routine chart with classroom object signs
- Mirrors (for students to watch their signing)
- Tablet or computer for ASL video demonstrations
- Whiteboard or chart paper for group sign practice

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule

- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics

- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

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Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7 Title: People, Places, and Routines: Daily Schedule

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs related to their daily schedule and classroom routines. Through consistent, visual, and interactive activities, students will build the vocabulary needed to understand and communicate about transitions, time-related events, and common school activities. The unit supports

independence, reduces anxiety around changes, and promotes active participation by helping students recognize and anticipate what happens next throughout their school day.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections:

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Learning Targets

Unit Essential Questions:

- What happens during my school day?
- How can I use signs to talk about my schedule?
- What signs help me understand what's next?
- How do I tell others where I'm going or what I'm doing?
- Why is it helpful to know my daily routine?

Unit Enduring Understandings:

- Knowing my daily schedule helps me feel safe and confident.
- I can use ASL signs to talk about my activities and routines.
- Signs help me understand what will happen next during the day.

	• Communicating about my schedule helps me be more independent. • Everyone's day has routines that can be shared with signs.
Vocabulary: Morning, Afternoon, Evening, School, Class, Break / Recess, Lunch, Snack, Home, Bathroom, Teacher, Bus / Bus ride,Circle time, Play, Work / Job, Stop, Go, Wait, Finished / All done, Help, Wake up, Get dressed, Clean up, Listen, Line up, Outside, Inside, Story time, Music, Art, Computer time, Quiet, Rest / Nap, Start, and End	
Students will be able to: • Use ASL signs to communicate key parts of their daily routine. • Identify and sign activities that happen during the school day. • Understand and respond to questions about their schedule using signs. • Indicate when an activity is starting, stopping, or finished using signs. • Use signs to ask for help or a break during transitions or routines.	

Learning Activities:
• Visual Schedule Signing
  ○ Use a daily visual schedule with pictures and signs. Review each activity by modeling the sign and having students practice signing it.
• Routine Role-Play
  ○ Act out parts of the daily routine with students signing each step (e.g., "line up," "go to lunch," "circle time").
• Sign the Schedule Song
  ○ Teach a simple song or chant about the daily schedule using ASL signs for different activities.
• Transition Practice
  ○ Use signs to signal transitions between activities and encourage students to respond by signing "finished," "go," or "wait."
• "What's Next?" Game	

- Show pictures of daily activities and have students sign what comes next in the schedule.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Visual daily schedule cards with pictures and corresponding ASL signs
- Laminated sign cards for daily activities
- Velcro or magnetic board to display schedule cards
- Audio or video resources showing ASL signs for daily routines
- Whiteboard or chart paper for group sign practice
- Props for role-play activities (e.g., lunch tray, books, chairs)
- Mirrors for students to observe their signing
- Communication boards or choice boards featuring daily routine signs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments

- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8 Title: People, Places, and Routines: Yes/No Choices

Unit Summary: In this unit, students will learn to use American Sign Language (ASL) to make simple yes/no choices to express preferences, answer questions, and participate in daily routines. Through engaging and multisensory activities, students will develop foundational communication skills that support decision-making and increase their ability to be active participants in their environment. The unit emphasizes using clear, consistent signs for "yes" and "no" and understanding how to respond appropriately to questions or choices.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections:

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do I use signs to say "yes" or "no"?	• I can use ASL signs to say "yes" or "no."

• When can I use “yes” or “no” to make choices? • How can I answer questions with signs? • Why is it important to make choices using ASL? • How do I show others what I want or don’t want?	• Making choices helps me communicate what I want or need. • Using “yes” and “no” signs helps me participate in conversations. • My choices matter and can be shared using ASL. • Clear communication helps me be understood by others.
Vocabulary: Yes, No, Want, Need, Like, Don’t like, More, Stop, Help, Finished / All done, Can / Cannot, Maybe, Please, Thank you, Wait, Help me, I don’t know, Go, Come and Don’t want	
Students will be able to: • Use ASL signs to say “yes” or “no” clearly. • Make simple choices using signs during daily activities. • Respond to yes/no questions with appropriate signs. • Express preferences by signing “want,” “like,” or “don’t like.” • Request help or a break by using signs like “help” or “stop.”	

Learning Activities:
• Yes/No Question Cards
  ○ Show picture cards and ask simple yes/no questions, encouraging students to respond with the ASL signs for “yes” or “no.”
• Choice Board Practice
  ○ Use a communication board with options; students indicate their preference by signing “yes” or “no” to each choice.
• Role-Play Scenarios
  ○ Act out daily routines where students practice making choices and responding with yes/no signs (e.g., “Do you want a snack?”).	

- Sign and Tell Game
    - Students pick an object or activity and sign if they “like” or “don’t like” it, using “yes” and “no” to support their answer.
- Help Request Practice
    - Practice signing “help” or “stop” along with yes/no responses during activities to encourage expressing needs.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture cards for yes/no questions and choices
- Communication or choice boards with relevant signs
- Laminated flashcards for “yes,” “no,” and related vocabulary
- Objects or props for role-play (snacks, toys, classroom items)
- Velcro or magnetic boards for interactive activities
- Mirrors for students to observe their signing
- Tablet or computer for ASL videos demonstrating yes/no signs
- Whiteboard or chart paper for group practice and visuals

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding

- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments

- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 9

Desired Results

Unit 9 Title: Home Life and Community: Home Vocabulary

Unit Summary: In this unit, students will learn key American Sign Language (ASL) signs related to the home environment. The focus will be on recognizing and expressing vocabulary for common household rooms, objects, and routines. Through visual support, interactive activities, and daily practice, students will develop the ability to identify where they are in the home, describe basic items, and communicate about personal needs and routines. This unit supports functional communication, independence, and personal connection to their daily living spaces.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections:

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:

- What signs can I use to talk about my home?
- How do I sign different rooms in the house?
- How can I ask for or talk about things I use at home?
- What signs help me tell others where I am at home?
- How can signing help me be more independent at home?

Unit Enduring Understandings:

- I can use ASL to name rooms and objects in my home.
- Knowing home signs helps me talk about my daily life.
- I can use signs to tell others where I am or what I need.
- Signing about home helps me be more independent.
- Communication about my home is important for safety and comfort.

Vocabulary: Home, House, Kitchen, Bathroom, Bedroom, Living room, Closet, Door, Window, Bed, Chair, Table, Light, TV, Mirror, Sink, Toilet, Shower, Blanket, Pillow, Eat, Drink, Sleep, Wash, Brush teeth, Get dressed, Clean and Help

Students will be able to:

- Identify and sign common rooms in a home (e.g., kitchen, bedroom, bathroom).
- Use ASL to name familiar household objects.
- Communicate basic daily routines at home using signs (e.g., eat, sleep, brush teeth).
- Respond to questions about home using appropriate signs.
- Use signs to express needs or wants related to home life (e.g., "I want a blanket," "I need bathroom").

Learning Activities:

- Home Scavenger Hunt (Picture-Based)
    - Students match picture cards of household items or rooms to their ASL signs, either on a board or in a mock “house” area of the classroom.
- Daily Routine Role-Play

    - Practice daily home routines (e.g., brushing teeth, eating, going to bed) through guided role-play with props while using the correct signs.
- ASL House Tour Video or Activity
    - Watch a simple video showing a tour of a house in ASL, then have students sign along or identify items/rooms in their own classroom “house” setup.
- Sign and Match Game
    - Students draw a sign card and match it to the correct picture or object (e.g., pull “bathroom” and match it to toilet picture or bathroom door).
- Home Life Communication Board Practice
    - Use a visual board with signs and symbols related to the home. Practice asking and answering questions (e.g., “Where is the bed?” “Do you want a blanket?”) using signs.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture cards of rooms and household items
- ASL flashcards or visuals (home-related signs)
- Real or toy household items (bed, chair, toothbrush, etc.)
- Communication boards or choice boards
- Mirror (for students to see themselves signing)
- Props for role-playing daily routines
- Whiteboard and markers

- Tablet or laptop (for ASL videos, if available)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
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- Immediate feedback

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- Extended Time
- Simplified/Verbal Instructions

- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 10

Desired Results

Unit 10 Title: Home Life and Community: Food and Mealtime

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs related to food, drinks, and mealtime routines. Through visual supports, real objects, and hands-on activities, students will practice expressing basic needs, preferences, and common mealtime actions. The unit supports communication around eating, making choices, and participating in structured daily routines, helping students gain independence and confidence in expressing themselves at home, school, or in the community.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Computer Science & Design Thinking (*CS & DT***):**

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Interdisciplinary Connections:

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:

- What signs can I use to talk about food and drinks?
- How can I ask for what I want to eat or drink?
- How do I tell someone I'm hungry or full?
- What signs help me during mealtime routines?
- How can I use ASL to make choices at meals?

Unit Enduring Understandings:

- I can use ASL to communicate about food and drinks.
- Signing helps me express when I'm hungry, thirsty, or full.
- I can use signs to make choices during meals.
- Knowing mealtime signs helps me be more independent.
- Signing during meals helps others understand my needs.

Vocabulary: Eat / Food, Drink / Water, Hungry, Thirsty, More, Finished / All done, Like, Don't like, Please, Thank you, Snack, Juice, Milk, Spoon, Fork, Plate, Napkin, Bathroom (for after meals), Fruit, Vegetable, Bread, Apple, Cookie, Cake, Ice cream, Cup, Bowl, Table, Chair, Help and Stop

Students will be able to:

- Use ASL signs to name common foods and drinks.
- Express hunger and thirst using appropriate signs.
- Request more food or indicate when they are finished.
- Communicate likes and dislikes during meals.
- Follow simple mealtime routines using ASL signs.

Learning Activities:

- Mealtime Role-Play
  - Use real or pretend food items to practice signing “eat,” “drink,” “more,” and “finished” during a mock meal.
- Food Choice Boards
  - Provide a choice board with pictures and signs of foods and drinks. Students point or sign their preferences.
- Sign and Serve
  - Students practice requesting food or drink items by signing, then receive the item from the teacher or aide.
- Matching Game
  - Match picture cards of food items with their corresponding ASL sign cards.
- Like/Don’t Like Sorting
  - Students sort food pictures or objects into “like” and “don’t like” categories while signing their choices.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture cards of food and drink items
- ASL flashcards for food and mealtime signs
- Real or pretend food and drink props
- Communication or choice boards with food signs
- Laminated matching cards (food picture to sign)
- Velcro or magnetic boards for interactive activities

- Mirrors for students to watch their signing
- Tablet or computer for ASL video demonstrations

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
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- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time

- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 11

Desired Results

Unit 11 Title: Home Life and Community: Community Signs

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs related to common places and people in their community. Through interactive activities and visual support, students will build vocabulary that helps them identify important locations such as the store, park, and library, as well as community helpers like police officers and firefighters. This unit encourages communication about their surroundings, promotes safety awareness, and supports independence in navigating their community.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.8.ITH.2: Compare how technologies have influenced society over time.
Interdisciplinary Connections: 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What signs can I use to talk about places in my community? • How do I sign the names of community helpers? • How can ASL help me communicate when I'm outside my home? • Why is it important to know signs for safety and help in the community? • How can I use signs to ask for help or directions in my community?	• I can use ASL to name important places in my community. • Knowing community helper signs helps me understand who to ask for help. • Signs help me communicate when I am outside of home. • Using ASL for community signs supports my safety and independence. • Everyone has a role in the community, and signs help me talk about these roles.

Vocabulary: Store, Park, Library, School, Playground, Police, Firefighter, Doctor, Nurse, Bus, Mail Carrier, Restaurant, Bank, Hospital, Neighbor, Dentist, Pharmacist / Pharmacy, Crossing Guard, Post Office, Police Station and Fire Station

Students will be able to:

- Use ASL signs to name common places in their community.
- Identify and sign the names of community helpers.
- Communicate simple needs or questions using community signs.

- Recognize signs that relate to safety and asking for help.
- Use ASL to describe where they are or where they want to go.

Learning Activities:

- Community Picture Matching
  - Match pictures of community places and helpers with their corresponding ASL signs.
- Role-Play Community Helpers
  - Students act out different community helper roles using signs (e.g., police, firefighter).
- Community Walk & Sign
  - Take a walk (real or virtual) around the school or neighborhood and practice signing places and people seen.
- "Where Are We?" Game
  - Show pictures of different community locations and have students sign where they are or where they want to go.
- Safety Signs Practice
  - Practice signing important safety-related signs and role-play asking for help or directions.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Picture cards of community places and helpers
- ASL flashcards for community vocabulary

- Communication or choice boards with community signs
- Props or costumes for role-play (e.g., police hat, firefighter helmet)
- Laminated matching cards (pictures to signs)
- Whiteboard or chart paper for group practice
- Tablet or computer for ASL videos about community signs
- Visual schedule or social stories related to community outings

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
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- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 12

Desired Results

Unit 12 Title: Home Life and Community: Safety Signs

Unit Summary: In this unit, students will learn key American Sign Language (ASL) signs related to safety in the home, school, and community. Focused on visual recognition and functional communication, students will be introduced to signs such as stop, danger, help, and emergency. Through repetition, real-life scenarios, and visual support, students will gain tools to express when they need help, understand safety warnings, and respond appropriately in common situations. This unit supports personal safety, independence, and confident communication in everyday environments.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
Computer Science & Design Thinking (*CS & DT***):** 8.2.8.ITH.2: Compare how technologies have influenced society over time.
Interdisciplinary Connections: 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What signs can I use to ask for help? • How can I recognize and sign words that mean danger or stop? • Why is it important to understand safety signs? • How can ASL help keep me safe at home and in the community? • What should I do if I see or feel something unsafe?	• I can use signs to keep myself and others safe. • Safety signs help me understand what to do in emergencies. • ASL signs like “stop” and “help” are important for safety. • Knowing how to ask for help is an important life skill. • I can recognize signs that warn me about danger or emergency situations.
Vocabulary: Stop, Go, Help, Danger, Safe, Fire, Emergency, Police, Nurse, No, Yes, Don’t Touch, Hot, Cold, Hurt,	

Doctor, Exit, Warning, Poison, Call (as in “call for help”), Ambulance, Quiet, Sit, Walk, Wait, Flashing light, Smoke, Alarm, Stay and Out

Students will be able to:

- Recognize and sign common safety-related ASL vocabulary (e.g., stop, help, danger).
- Respond appropriately to safety cues using signs (e.g., sign “help” when needing assistance).
- Identify people who can help in emergencies using ASL signs (e.g., nurse, police, doctor).
- Use ASL to express when something is wrong or feels unsafe.
- Demonstrate understanding of safety routines and warnings through sign-supported role-play and visual cues.

Learning Activities:

- Safety Sign Matching Game
    - Match picture cards of safety signs (e.g., fire, stop, help) with their corresponding ASL sign flashcards or models.
- Role-Play Safety Scenarios
    - Act out simple situations like needing help, seeing fire, or hearing an alarm while practicing relevant safety signs.
- “What Should I Sign?” Game
    - Present a picture or short story about a safety situation, and students choose and sign the correct ASL response (e.g., “help” when someone is hurt).
- Walk and Sign Safety Hunt
    - Take a walk around the school or classroom to identify and sign real-life safety signs (stop signs, fire exit, alarm).
- Emergency Helper Sorting
    - Use visuals of community helpers (doctor, nurse, firefighter) and have students match them with their roles and signs, reinforcing when to use them.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- ASL safety sign flashcards
- Picture cards of safety scenarios and community helpers
- Visual schedule or storyboards for routines and emergency steps
- Role-play props (e.g., fire hat, toy phone, bandages)
- Safety sign posters (e.g., stop, exit, fire alarm)
- Laminated matching cards (ASL sign to picture)
- Whiteboard or chart paper for group sign practice
- Videos or animations of ASL safety signs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Small group/One to one
- Additional time

- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure

- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping

- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

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Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 13

Desired Results

Unit 13 Title: Weather, Animals, and Fun: Weather and Seasons

Unit Summary: In this unit, students will learn American Sign Language (ASL) vocabulary related to weather conditions and the four seasons. Through hands-on activities, visual supports, and repeated practice, students will recognize and sign terms such as sunny, rainy, cold, and snow. They will also explore how weather changes with each season and learn to express their preferences and experiences using signs. This unit supports expressive and receptive language development while helping students connect daily weather to routines, clothing choices, and safety.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science & Design Thinking (*CS & DT***):**

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What signs can I use to talk about the weather? • How does the weather change in each season?	• I can use ASL signs to describe different kinds of weather.

• What is the weather like today? • How can I use ASL to say how I feel about the weather? • What should I wear in different weather?	• Each season has its own weather patterns. • Understanding the weather helps me prepare for the day. • I can sign how I feel about the weather (e.g., hot, cold, wet). • ASL helps me talk about what I see and experience outside.
Vocabulary: Weather, Sunny, Cloudy, Rain / Raining, Snow / Snowing, Wind / Windy, Hot, Cold, Warm, Storm / Thunder / Lightning, Fog / Foggy, Ice / Icy, Spring, Summer, Fall / Autumn, Winter and Season	
Students will be able to: • Use ASL signs to name different weather conditions (e.g., sunny, rainy, snowy). • Identify and sign the four seasons. • Describe how the weather changes with each season using signs. • Express how they feel about the weather using appropriate signs. • Use ASL to talk about what to wear or do in different weather and seasons.	

Learning Activities:
• Weather Chart Signing
  ○ Use a daily weather chart where students sign the current weather condition (e.g., sunny, rainy) each morning.
• Seasonal Dress-Up
  ○ Provide clothing props or pictures and have students sign the season and select appropriate outfits to match.
• Weather Sensory Boxes
  ○ Create sensory bins related to weather (e.g., ice cubes for cold, water spray for rain) and practice signing weather words while exploring.	

- Weather Song with Signs
    - Teach a simple song about weather and seasons using ASL signs for each key word.
- Weather Picture Match
    - Match weather pictures to the correct ASL sign cards in a sorting or matching game.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Weather and season picture cards
- ASL flashcards for weather and seasons vocabulary
- Clothing props or pictures for dress-up activity
- Sensory materials (ice cubes, water spray bottle, cotton balls for clouds)
- Weather chart or calendar for daily signing
- Audio or video resources with ASL weather signs
- Whiteboard or chart paper for group practice
- Visual schedule including weather and seasons

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts
- Personal Glossary
- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension

- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
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Specific Strategies and Practices that Support Gifted & Talented Students
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-Homogenous Grouping

- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 14

Desired Results

Unit 14 Title: Weather, Animals, and Fun: Animals

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs for common animals found at home, in the community, and in nature. Through hands-on activities, pictures, and sensory experiences, students will practice identifying and naming animals, expressing preferences, and describing animal characteristics using ASL. This unit supports expressive and receptive communication, builds vocabulary, and encourages engagement with the natural world.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections:

6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Learning Targets

Unit Essential Questions:

- What signs can I use to name different animals?
- How do animals move or sound, and how can I describe that in ASL?
- Where do different animals live?
- How can I tell others which animals I like or don't like?
- Why is it important to learn signs for animals?

Unit Enduring Understandings:

- I can use ASL to name many common animals.
- Animals have different movements and sounds that can be signed.
- Knowing where animals live helps me understand the world around me.
- I can express my preferences about animals using ASL.
- Learning animal signs helps me communicate about nature and my experiences.

Vocabulary: Dog, Cat, Bird, Fish, Horse, Cow, Duck, Rabbit, Frog, Snake, Lion, Elephant, Bear, Mouse, Pig, Turtle, Butterfly, Bee, Chicken, Owl, Dolphin, Whale, Shark, Fox, Deer and Pet

Students will be able to:

- Use ASL signs to name common animals.
- Describe animal movements or sounds using signs.
- Identify where different animals live using ASL vocabulary.
- Express their likes and dislikes about animals through signing.
- Participate in conversations about animals using ASL.

Learning Activities:

- Animal Sign Match

    - Match animal pictures to ASL sign flashcards to reinforce vocabulary recognition.
- Animal Movement Imitation
    - Students imitate animal movements (e.g., hopping like a frog, flying like a bird) while signing the animal's name.
- Animal Sound Signs
    - Teach students to sign animal sounds (e.g., "woof" for dog, "meow" for cat) along with the animal signs.
- Storytime with Animals
    - Read a simple story featuring animals and encourage students to sign the animal names as they appear.
- Animal Sorting Game
    - Sort animals by habitat (farm, forest, ocean) using signs and picture cards.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Animal picture cards
- ASL flashcards for animal signs
- Stuffed animals or animal toys
- Storybooks featuring animals
- Habitat sorting mats or pictures
- Videos of animals

- Mirrors for students to watch their signing
- Whiteboard or chart paper for group activities

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

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- Personal Glossary
- Extended Time

- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
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- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 15

Desired Results

Unit 15 Title: Weather, Animals, and Fun: Colors and Shapes

Unit Summary: In this unit, students will learn American Sign Language (ASL) signs for basic colors and shapes. Through engaging activities using visual aids, objects, and hands-on materials, students will practice identifying and signing different colors and shapes. This unit supports vocabulary development, visual recognition, and expressive communication, helping students describe their environment and preferences more effectively.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Computer Science & Design Thinking (*CS & DT***):**

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Interdisciplinary Connections: 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What signs can I use to name colors? • What signs can I use to name shapes? • How can I describe objects using color and shape signs? • How do colors and shapes help me understand my environment? • How can I show my favorite colors or shapes in ASL?	• Colors and shapes have specific ASL signs I can use to describe things. • Knowing color and shape signs helps me communicate clearly. • I can use ASL to describe objects by both color and shape. • Recognizing colors and shapes helps me follow directions and routines. • I can express my preferences for colors and shapes using ASL.

Vocabulary: Red, Blue, Yellow, Green, Orange, Purple, Pink, Black, White, Brown, Gray, Circle, Square, Triangle, Rectangle, Star, Heart, Oval and Diamond

Students will be able to:

- Identify and sign basic colors in ASL.
- Identify and sign common shapes using ASL vocabulary.
- Match colors and shapes to real-world objects through sign and visual recognition.
- Use ASL to describe objects by both color and shape (e.g., "red circle").

- Express preferences for colors and shapes using ASL signs.

Learning Activities:

- Color & Shape Sorting Game
  - Students sort colored and shaped objects into bins while signing each item (e.g., “blue square”).
- Sign & Match Flashcards
  - Use ASL flashcards to match color and shape signs with pictures or real objects.
- Art with Signs
  - Students create simple art projects (e.g., color a shape) and sign the color and shape they used.
- Interactive Storytime
  - Read a book about colors or shapes and pause for students to sign key vocabulary.
- Find & Sign Scavenger Hunt
  - Search the classroom for objects of specific colors and shapes, then sign what they find.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Color flashcards
- Shape flashcards
- Real objects in various colors and shapes (blocks, buttons, toys)
- Art supplies (markers, crayons, paper, glue)
- Picture books about colors and shapes

- ASL posters or visual sign guides
- Sorting trays or bins
- Mirrors (for practicing signs)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating - Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts
- Personal Glossary

- Extended Time
- Simplified/Verbal Instructions
- Frequent Breaks
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Scaffolding
- Word walls
- Think-pair-share
- Cooperative learning groups

Students at Risk of Failure
- Home/School Connection
- Alternative Assessments
- Learning Contracts
- Homogenous Grouping
- Supplemental Instruction
- Think-Pair-Share by Readiness
- Homework Options
- Differentiated Online Practice
- Leveled Rubrics
- Tiered Level of Supports
- Tiered Activities
- Small Group Instruction
- Work Alone Choice
- Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping
- Small Group In-Depth Instruction
- Differentiated Online Practice
- Alternative Assessments
- Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 16

Desired Results

Unit 16 Title: Weather, Animals, and Fun: Holidays and Celebrations

Unit Summary: In this unit, students will explore common holidays and celebrations through American Sign Language. They will learn signs related to seasonal events, family traditions, and classroom celebrations. Using visual supports, storytelling, and hands-on activities, students will build expressive and receptive vocabulary that helps them participate in holiday routines, express excitement, and recognize important cultural symbols. This unit promotes connection, inclusion, and personal expression during special times of the year.

Learning Standards

Standards for Learning American Sign Language (SFLASL):

Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
Computer Science & Design Thinking (*CS & DT*): 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
Interdisciplinary Connections: 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What signs can I use for different holidays? • How can I sign about things we do during celebrations? • What holiday signs are used in my classroom or home? • How do I express excitement or feelings about holidays using ASL? • How can I participate in holiday routines using signs?	• Holidays and celebrations have special signs in ASL. • I can use ASL to talk about family, food, and traditions. • Learning signs for holidays helps me be part of the community. • I can use signs to share how I feel during celebrations. • Signs help me understand and enjoy holiday routines.

Vocabulary: Holiday, Celebration, Party, Gift / Present, Birthday, Christmas, Hanukkah, Halloween, Thanksgiving, New Year, Valentine's Day, Easter, Independence Day (Fourth of July), Fireworks, Costume, Tree (as in Christmas Tree), Candle, Heart, Turkey, Pumpkin, Balloon, Cake, Parade, Music, Dance, Light / Lights, Decoration, Snowman, Santa, Elf, Reindeer, Bunny, Basket, Flag, Love, Surprise, Thank you, Invite, Family, Together and Celebrate

Students will be able to:

- Recognize and sign names of common holidays (e.g., Christmas, Halloween, Birthday).
- Use ASL to express simple traditions like giving gifts, eating special foods, or decorating.
- Identify and sign common celebration items such as cake, balloons, candles, and presents.
- Express feelings about holidays (e.g., happy, excited, surprised) using facial expressions and signs.
- Participate in class celebrations by using learned signs to join in songs, games, and routines.

Learning Activities:

- Holiday Sign Matching
  - Match holiday-themed picture cards (e.g., pumpkin, gift, balloon) with their corresponding ASL signs.
- Celebration Role-Play
  - Act out simple holiday scenarios like giving a gift or blowing out birthday candles while using ASL signs.
- Holiday Song with Signs
  - Teach a popular holiday song or chant with incorporated ASL signs for key vocabulary.
- Craft and Sign
  - Create holiday crafts (e.g., paper hearts for Valentine's Day) and practice signing the related words.
- Holiday Storytime
  - Read a simple story about a holiday or celebration, pausing for students to sign key words and phrases.

Assessment Evidence

Formative Assessments:

- Participation and Effort

Alternative Assessments:

- 1:1 Support

Core Instructional & Supplemental Materials

- Holiday-themed picture cards
- ASL flashcards for holiday vocabulary
- Craft supplies (paper, glue, scissors, markers)
- Props for role-play (gift boxes, balloons, party hats)
- Holiday storybooks
- Audio or video resources featuring holiday ASL signs
- Whiteboard or chart paper for group signing practice
- Visual schedules for holiday routines

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