

OVERVIEW TIP SHEET

This tip sheet outlines key indicators of intentional, bilingual curriculum design in an ASL/English bilingual program — use it as a quick reference to understand what strong practice looks like across content areas and grade levels.

These practices shape what students learn, how they engage with content, and how they develop academically, linguistically, and culturally.

1

Intentional Use of Deaf/Hard of Hearing and General Education Curricula

Both Deaf/hard of hearing-specific and general education curricula are intentionally integrated. Instruction is aligned, bilingual, and responsive to the unique learning and language needs of Deaf and hard of hearing students.

2

Curriculum Grade-Level Standards and Developmental Alignment

Curriculum is aligned with grade-level standards while being thoughtfully adapted to meet students' developmental levels. Learning goals are designed to challenge, support, and engage all learners.

3

Integration of ASL and English

ASL and English are embedded as tools for learning across all content areas. Students use both languages to access, process, and demonstrate content knowledge, supporting conceptual depth and bilingual academic development.

4

Representation of Deaf Culture and Perspectives

Deaf culture, history, and perspectives are embedded throughout the curriculum. Students engage with content that reflects their identities and experiences, supporting identity development, leadership, and connection to the Deaf community.

5

Accessibility and Differentiation

Curriculum is flexible, accessible, and proactively differentiated. Instruction and materials are designed to ensure all students can engage meaningfully and achieve at high levels.

