CLERC CENTER
AT GALLAUDET

Long Range Planning Checklist

1. Standards & Outcomes Alignment

- ◯ Identified relevant state content standards
- ◯ Identified K–12 ASL Standards (if appropriate for the course)
- ◯ Clarified priority standards based on content and ASL standards (not all standards are weighted equally)
- ◯ Translated standards into student-friendly learning goals
- ◯ Identified language demands (ASL and/or English) connected to standards

Notes:

2. Curriculum & Program Alignment

- ◯ Reviewed school-approved curriculum(s)
- ◯ Referenced district/school curriculum maps or pacing guides
- ◯ Identified required units, themes, or assessments
- ◯ Noted areas where adaptation or supplementation is needed

Notes:

3. Unit & Theme Planning

- ◯ Identified major units or themes for the year
- ◯ Sequenced units intentionally across the timeframe
- ◯ Ensured themes build conceptual understanding over time
- ◯ Identified essential questions or big ideas for each unit

Notes:

4. Instructional Resources: Texts & Media

Leveled Texts / Books

- ◯ Selected leveled books that deepen content understanding
- ◯ Included a range of:
  - ◯ Lexile/reading levels
  - ◯ Genres (informational, narrative, primary sources, etc.)
  - ◯ Ensured texts support both content and language development

ASL & Captioned Media

- ◯ Identified ASL videos aligned to content and concepts
- ◯ Identified captioned videos aligned to instructional goals
- ◯ Planned when and how videos will be used instructionally (not just shown)

Resource List:

5. Language Planning (ASL / English)

- ◯ Identified when instruction will be primarily in:
  - ◯ ASL
  - ◯ English
  - ◯ Strategic bilingual use
- ◯ Planned opportunities for students to:
  - ◯ Express understanding in ASL
  - ◯ Develop academic English (reading/writing)
  - ◯ Ensured language use supports content goals, not competes with the

Notes:

6. Anchor Charts & Visual Supports

- ◯ Planned anchor charts for key concepts and vocabulary
- ◯ Identified which charts will be:
  - ◯ Co-created with students
  - ◯ Teacher-created
  - ◯ Planned how charts will be referenced over time (not one-day use)
  - ◯ Considered placement for ongoing visual access

Anchor Chart Ideas:

7. Experiential & Enrichment Learning

- ◯ Identified potential guest speakers aligned to content or themes
- ◯ Considered field trips or virtual experiences
- ◯ Ensured experiences deepen learning (not just exposure)
- ◯ Planned pre- and post-activities to connect experiences to instruction

Ideas / Possibilities:

8. Assessment & Evidence of Learning

- ◯ Identified major assessments for each unit
- ◯ Included multiple ways for students to show learning
  - ◯ ASL presentations
  - ◯ Writing
  - ◯ Projects
  - ◯ Visual products
  - ◯ Planned formative checks aligned to learning goals

Notes:

9. Equity, Access, and Representation Check

- ◯ Content reflects diverse perspectives and experiences
- ◯ Deaf perspectives and experiences are included when appropriate
- ◯ Materials are accessible (visual clarity, captions, ASL access)
- ◯ Planning supports consistent access across the year

Reflection:

10. Reflection & Revision

- ◯ Identified areas that may need adjustment during the year
- ◯ Planned check-in points to reflect on pacing and student understanding
- ◯ Coordinated with grade-level or content teams as needed

Next Steps:

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