

Step 1: Identify the Standard

Accessing the General Curriculum for Students with Significant Disabilities

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Four Steps to Access

1. Identify or link to the appropriate standard(s)
2. Define the outcome(s) of instruction
3. Identify the instructional activities
4. Target specific objectives from the IEP

[Clayton, J., Burdge, M., Denham, A., Kleinert, H., & Kearns, J. (2006). A four-step process for accessing the general curriculum for students with significant cognitive disabilities. *Teaching Exceptional Children*, 38(5), 20-27]

Outcomes

- Participants will be able to
 - Understand the purpose of beginning with general education standards, outcomes, and activities
 - Analyze standards to find the “Big Idea”
 - Identify what students need to know and do

Step 1

1. Identify or link to the appropriate content standard(s).

- State/District Standard
- Grade Level Standard(s)
- Determine what the standard is about
 - The Big Idea - Wiggins and McTighe
 - The Enduring Understanding - Wiggins and McTighe
 - Deconstruct the Standards - Stiggins

The Big Idea

- Goes beyond discrete facts
- Focuses on large concepts, principles, or processes
- Built by exploring “Enduring Understandings” and “Essential Questions”
 - Why is this topic worth studying?
 - How does it have meaning outside of the classroom?

Deconstruct the Standards

- What are the building blocks that lead to student success?
 - The skills, ideas, concepts, and knowledge that students need to know and do

Why Unpack the Standards

- To identify what students need to know and be able to do in order to show mastery of the standards and guide assessment OF the student. This guides state assessment (summative).

Why Unpack the Standards?

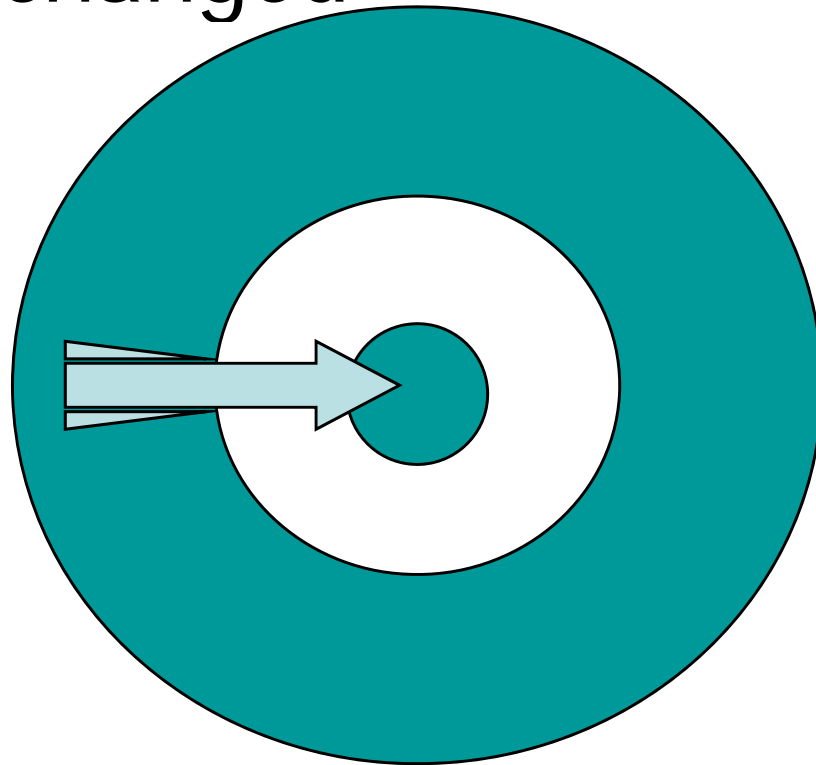
- To identify what students need to know and be able to do in order to guide instruction and assessment FOR the student. This guides daily instruction and formative assessment.

Why Unpack the Standards?

- We need to prioritize curriculum for our students
- Unpacking the standards allows us to focus on central ideas that can be generalized
- Breaking standards into observable building blocks allows for targeted instruction

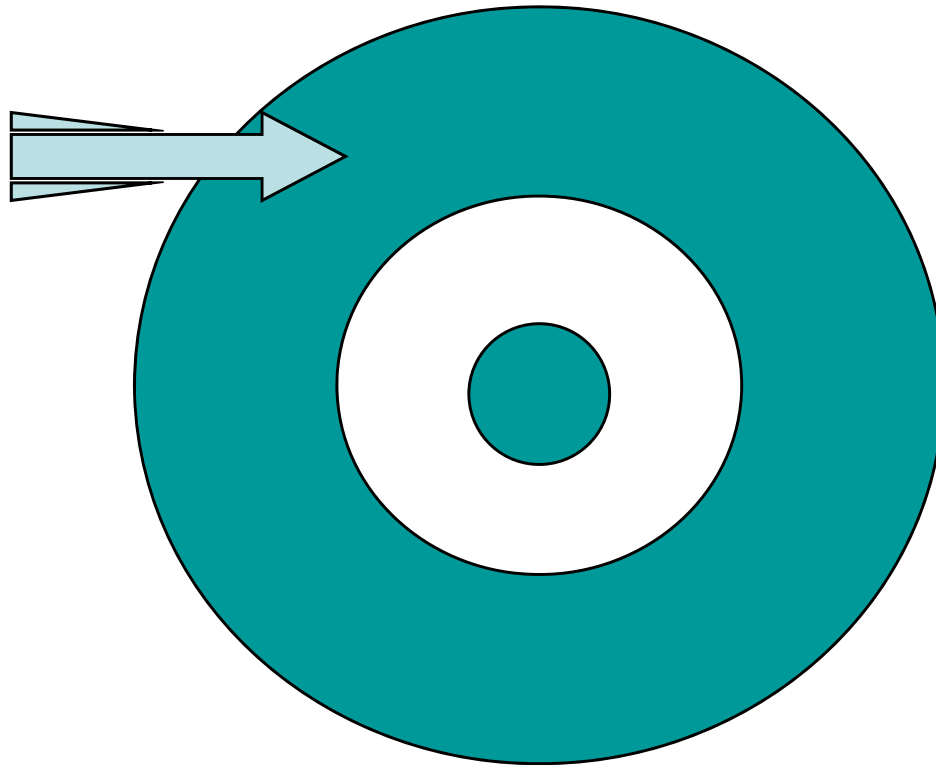
Why Start from General Education Expectations?

Near link: the essence of the standard is the same but the depth, breadth and complexity have been changed



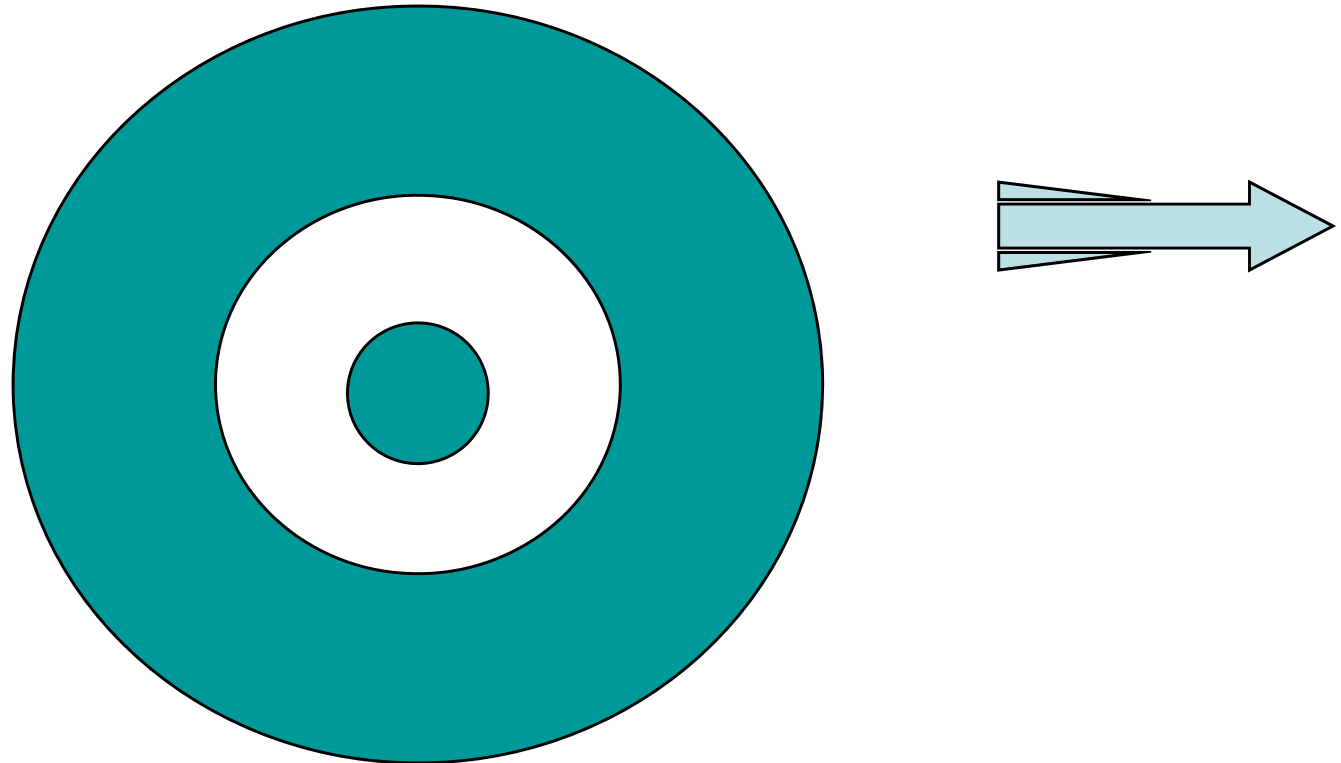
Why Start from General Education Expectations?

- Far link: has some of the original content knowledge



Why Start from General Education Expectations?

- No link: does not connect to the standard content knowledge



Identify the Focus of the Standard

What do students need to *know*?

Nouns

What do students need to *do*?

Verbs

***To what degree* do students need to perform it?**

Verbs (e.g., Bloom's Level, DOK)

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.

What is the state standard?

"A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem."

What is the grade level standard?

Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.

What is the standard all about?

What is the student supposed to know?

Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.

- What is the student really supposed to know? (nouns)

What is the student supposed to know?

Students will describe the **interrelationships** and **interdependencies** within an **ecosystem** and predict the **effects of change** on one or more components within an ecosystem.

- What is the student really supposed to know?
(nouns)

- How parts of an ecosystem are connected and effect each other.

What is the student supposed to do?

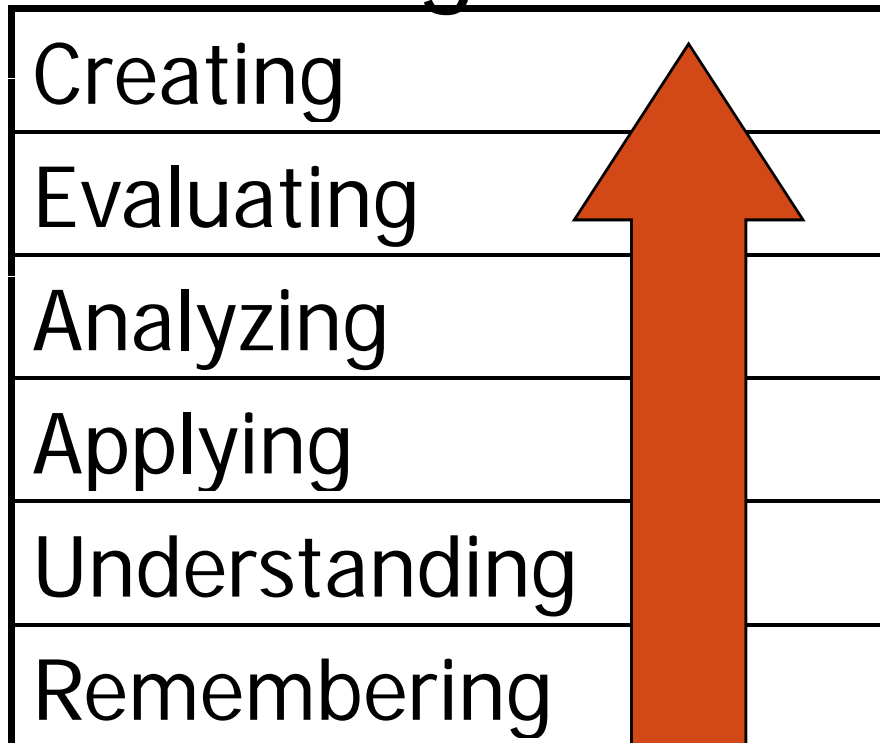
Students will **describe** the interrelationships and interdependencies within an ecosystem and **predict** the effects of change on one or more components within an ecosystem.

What is the student really supposed to do?
(verbs)

- Describe
- Predict

To What Degree Do Students Need to Perform?

Use Bloom's Taxonomy to determine what level of complexity is required at the general education level.



For Best Results:
Work with General Educators or Content Specialists!

*Bloom's Level	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Common* Verbs	<ul style="list-style-type: none"> • Recognizing • Listing • Describing • Identifying • Retrieving • Naming • Locating • Finding • Showing • Labeling • Giving an example • Quoting • Reciting • Matching • Selecting • Choosing 	<ul style="list-style-type: none"> • Interpreting • Paraphrasing • Explaining • Summarizing • Retelling • Identifying • Giving main idea • Estimating • Defining • Recognizing • Reviewing • Describing • Translating • Outlining • Comparing • Classifying • Predicting 	<ul style="list-style-type: none"> • Using • Implementing • Executing • Manipulating • Exhibiting • Illustrating • Making • Changing • Sequencing • Demonstrating • Dramatizing • Constructing • Drawing • Operating • Adapting • Solving • Calculating • Determining 	<ul style="list-style-type: none"> • Comparing • Organizing • Deconstructing • Experimenting • Grouping • Ordering • Debating • Diagramming • Dissecting • Categorizing • Calculating • Investigating • Separating • Questioning • Appraising • Examining • Drawing conclusions • Attributing 	<ul style="list-style-type: none"> • Checking • Critiquing • Judging • Testing • Detecting • Rating • Validating • Revising • Inferring • Prioritizing • Telling why • Comparing • Defending • Selecting • Measuring • Debating • Justifying • Arguing • Deciding • Rejecting • Predicting 	<ul style="list-style-type: none"> • Designing • Constructing • Planning • Producing • Inventing • Devising • Making • Composing • Assembling • Organizing • Proposing • Planning • Preparing • Developing • Imagining • Setting up • Compiling • Generating • Writing
Common Products**	<ul style="list-style-type: none"> • Quiz • Label • Definition • Flashcards • List • Vocabulary • Reproduction 	<ul style="list-style-type: none"> • Summary • Collection • Explanation • Show & tell • Outline • Example • Basic calculations 	<ul style="list-style-type: none"> • Illustration • Simulation/Performance • Use formula to solve real world problem • Demonstration • Sculpture/Model • Interview • Presentation 	<ul style="list-style-type: none"> • Graph • Spreadsheet • Chart • Outline • Survey • Database • Report • Analogy 	<ul style="list-style-type: none"> • Debate • Panel • Report • Evaluation • Investigation/Science Experiment • Conclusion • Persuasive Speech 	<ul style="list-style-type: none"> • Film • Story • Project • Plan • New Game • New Product

* References: Forehand, M. (2005) Bloom's taxonomy: Original and revised. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved <September 13, 2007>, from <http://projects.coe.uga.edu/eplrt/> and Tarinton, Denise (2006) "Bloom's Taxonomy Revised"

** Please note that some verbs are found in multiple levels of the Taxonomy because there are multiple ways to demonstrate that verb. For instance, comparing and contrasting may demonstrate a basic understanding of a concept (understanding) or it may illustrate a deeper analysis of the concept (analyzing). In addition, the verbs noted here are not all of the possible verbs for this Bloom's Level.

** This is not an exhaustive list of products.

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What is the grade level standard?

Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.

What is the standard all about?

- Evaluate how organisms within an ecosystem effect each other.

Activity

- **What do students need to *know*?**
 - **Nouns**
- **What do students need to *do*?**
 - **Verbs**
- ***To what degree* do students need to perform it?**
 - **Verbs (e.g., Bloom's Level, DOK)**

Standards

- Mathematics
 - represent, analyze, and generalize a variety of patterns with tables, graphs, words, and, when possible, symbolic rules

Standards

- Reading/ELA
 - Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.

Standards

- Science
 - Describe how a population of an organism responds to a change in its environment.

Standard

- Mathematics
 - understand and use ratios and proportions to represent quantitative relationships

Standards

- Reading
 - Interpret the character's traits, emotions, or motivations, and provide supporting evidence from a text.

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