

Step 1: Identify the Standard

Accessing the General Curriculum for Students with Significant Disabilities

**PA Low Incidence
Conference**

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2008

Outcomes

Participants will be able to

- identify 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
 - Unpacking the Standards

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?

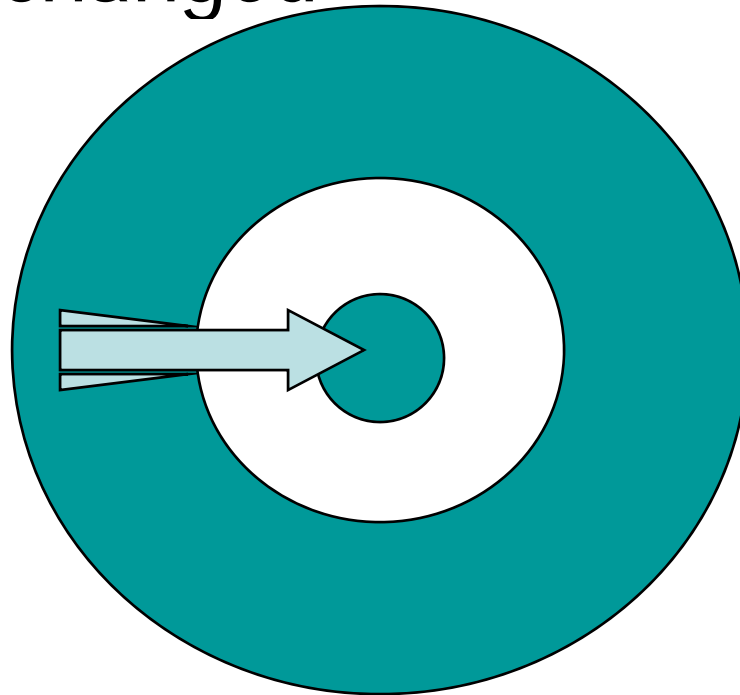
- To identify what students need to know and be able to do in order to guide instruction and assessment FOR the student. This guides daily instruction and formative assessment.

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

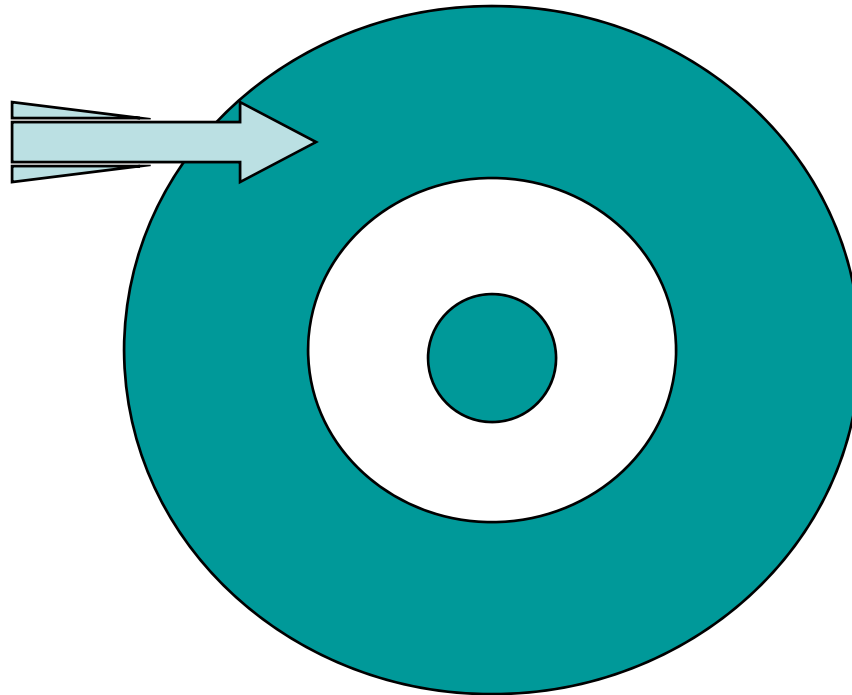
Why Start from General Education Expectations?

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



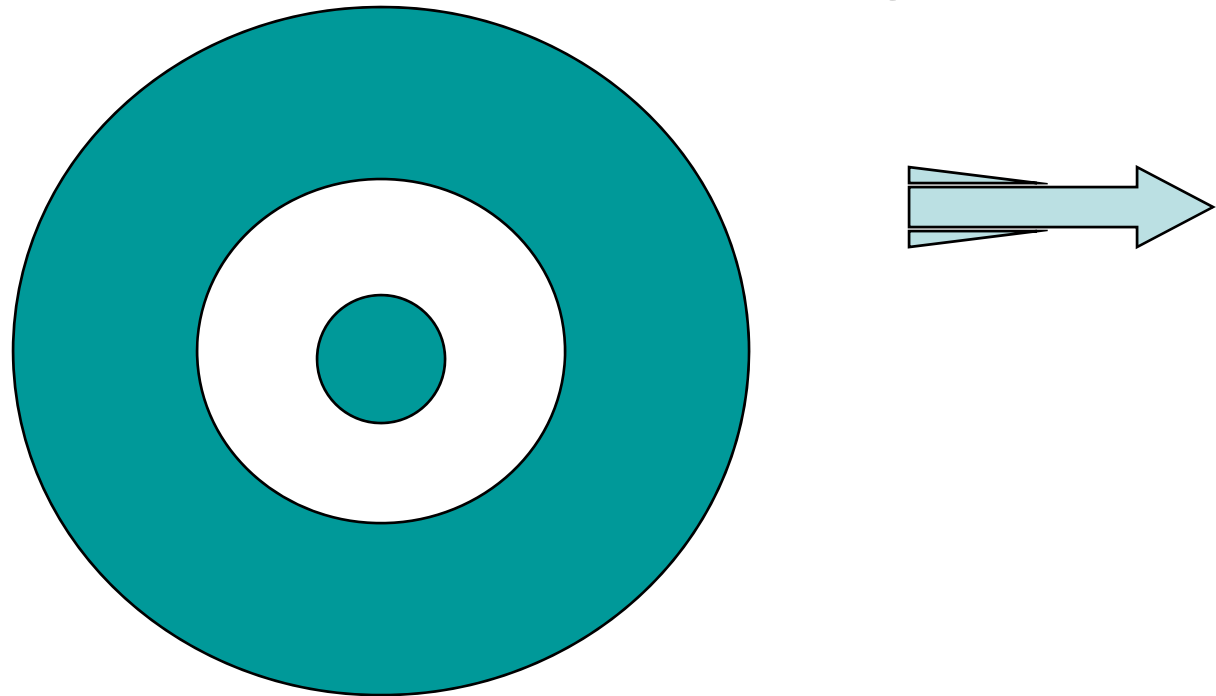
Why Start from General Education Expectations?

- 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?	What is the grade level standard?	What is the standard all about?
<p>"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."</p>	<p>Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.</p>	

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?

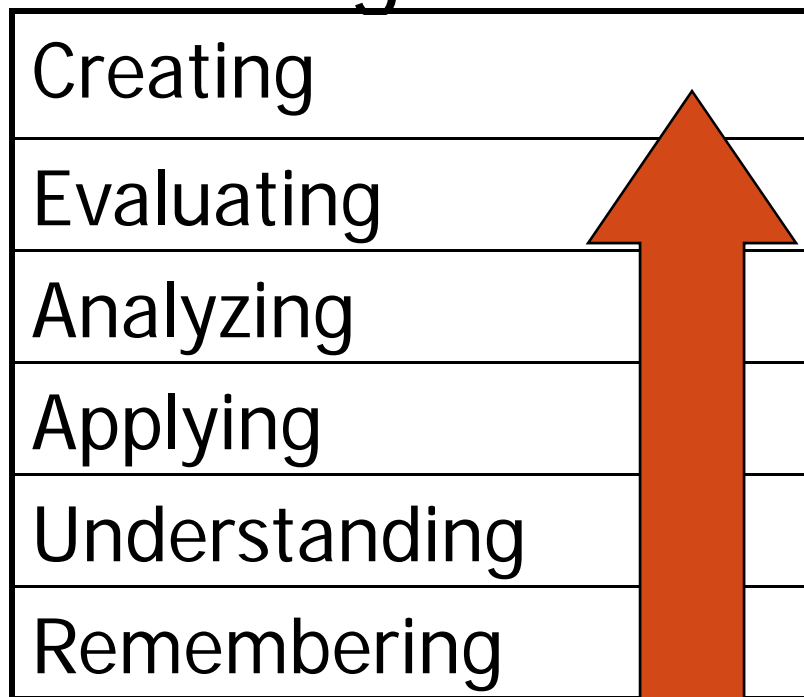
Students will **describe** the interrelationships and interdependencies within an ecosystem and **predict** the effects of change on one or more components within an ecosystem.

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!

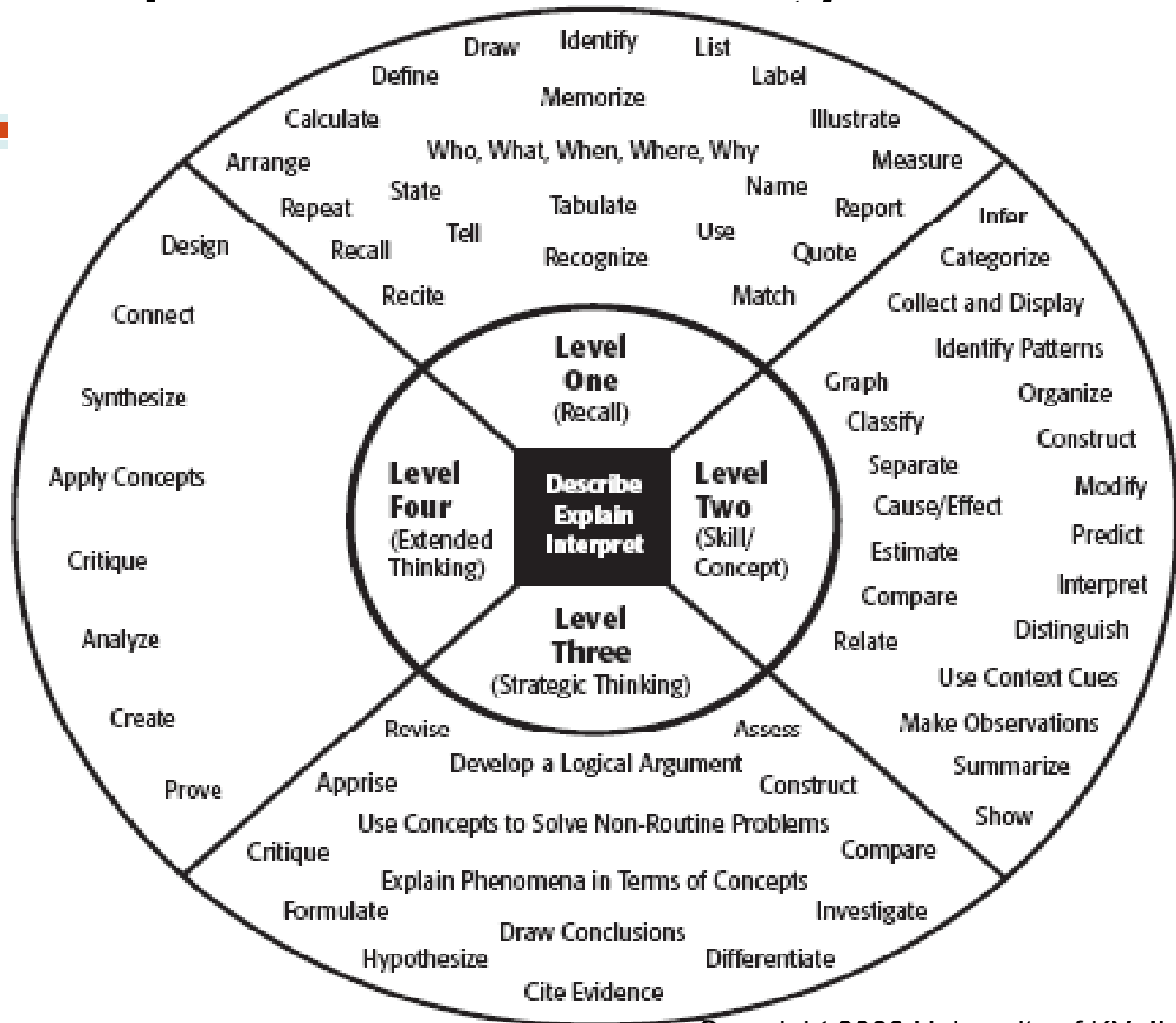
*Bloom's Level	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Common* Verbs	<ul style="list-style-type: none"> Recognizing Listing Describing Identifying Retrieving Naming Locating Finding Showing Labeling Giving an example Quoting Reciting Matching Selecting Choosing 	<ul style="list-style-type: 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

are not all of the possible verbs for this Bloom's Level.
This is not an exhaustive list of products.

Depth of Knowledge



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

What is the state standard?	What is the grade level standard?	What is the standard all about?
<p>"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 ecosystem."</p>	<p>Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.</p>	<ul style="list-style-type: none">• Evaluate how organisms within an ecosystem effect each other.

Links for Academic Learning

Table 1: *Criteria for Instruction and Assessment that Links to Grade Level Content*

1. The **content is academic** and includes the major domains/ strands of the content area as reflected in state and national standards (e.g., reading, math, science.)
2. The **content is referenced to the student's assigned grade level** (based on chronological age).
3. The **achievement expectation is linked to the grade level content, but differs in depth or complexity**; it is not grade level achievement.
4. There is some differentiation in achievement across grade levels or grade bands.
5. The focus of achievement promotes access to the activities, materials, and settings typical of the grade level but with the accommodations, adaptations, and supports needed for individualization.
6. The focus of achievement maintains fidelity with the content of the original grade level standards (content centrality) and when possible, the specified performance (category of knowledge).
7. Multiple levels of access to the general curriculum are planned so that students with different levels of symbolic communication can demonstrate learning.

Adapted from Browder, D.M., Wakeman, S.Y., Flowers, C.P., Rickelman, R.J., & Pugalee, D. (In press). Creating access to the general curriculum with links to grade level content for students with significant cognitive disabilities: An explication of the concept. *Journal of Special Education*.

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

2.2.11D Computation and Estimation

Describe and explain the amount of error that may exist in a computation using estimates.

Standards

Science

3.4.4A Physical Science, Chemistry and Physics

Recognize basic concepts about the structure and properties of matter.

- Describe properties of matter (e.g., hardness, reactions to simple chemical tests).
- Know that combining two or more substances can make new materials with different properties.
- Know different material characteristics (e.g., texture, state of matter, solubility).

Standards

Reading/ELA

1.3.8A Reading, Analyzing and Interpreting Literature

Analyze the effect of various literary devices.

- Sound techniques (e.g., rhyme, rhythm, meter, alliteration)
- Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion).