

DESIGNING CURRICULUM TO MEET
DIVERSE NEEDS, HOW SPECIAL
SCHOOL DISTRICT LEVERAGES BYOC

Mollie Bolton

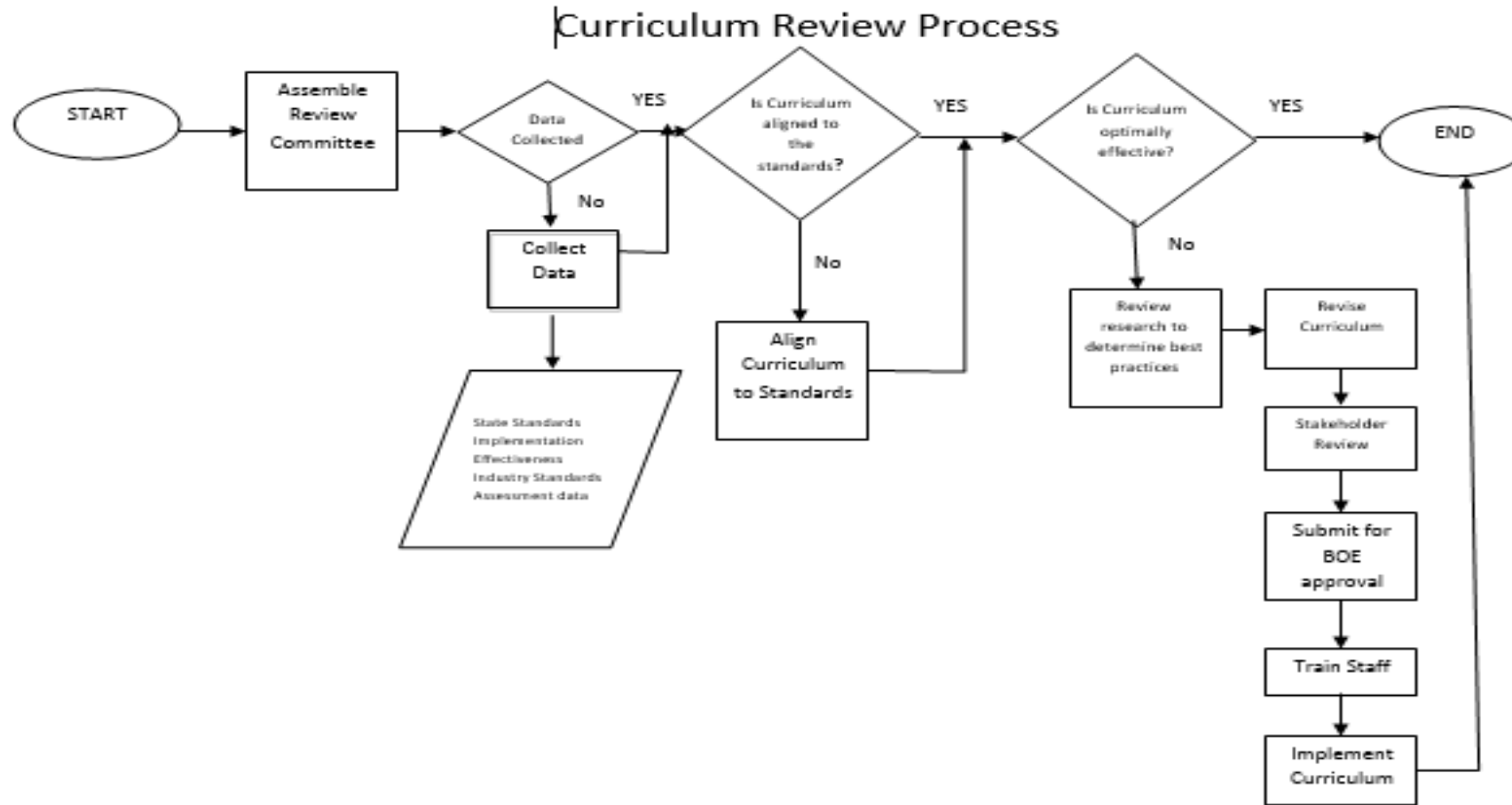
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LEARNING OBJECTIVES

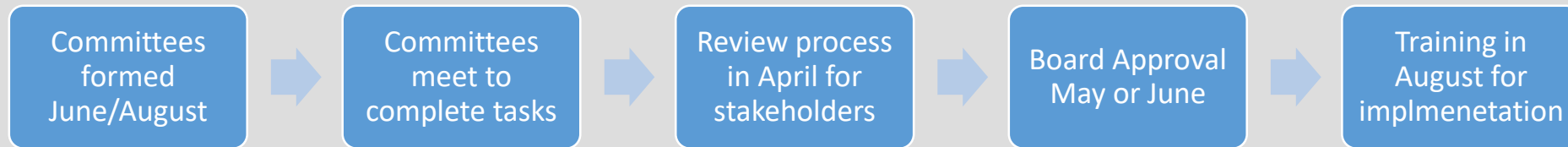
- Understand our curriculum process
- Aligning curriculum to Alternative standards
- Understanding the purpose of community learning targets
- Understand the process used for scaffolding curriculum to our most significantly impaired learners



CURRICULUM REVIEW/WRITING PROCESS



TIMELINE FOR THE PROCESS



HOW ARE CURRICULUM COMMITTEES ASSEMBLED

- Email sent to building administration and names are collected and sent to the curriculum coordinator
- Curriculum coordinator then emails committee members dates for the meetings

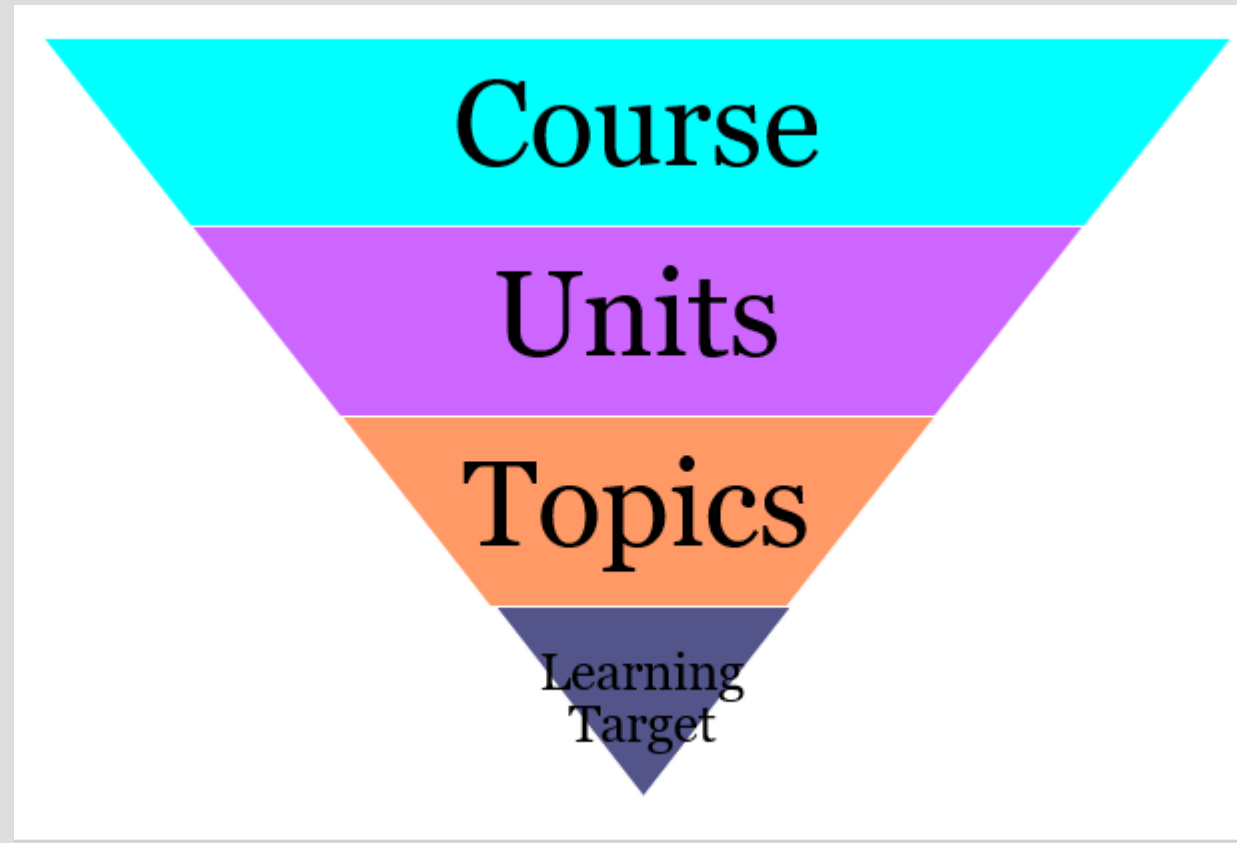


WHAT HAPPENS ON A COMMITTEE

- Committee members meet and are assigned tasks to complete
 - May work individual or in partners
 - Assigned grade level or section to write or align resources
 - May work on sample lessons
 - All work takes place during the meetings – there is no outside work



STRUCTURE



LEARNING TARGETS

- Very specific statements of what we want students to know and be able to do.
- Critical, measureable.
- Tied to standards (remember standards are typically end of the year goals; learning targets unpack those standards into manageable pieces).
- Scaffolded to help meet the needs of all students
- Example: the student will be able to...
- Bolded text is the standard
- Italicized/Normal print are the community targets



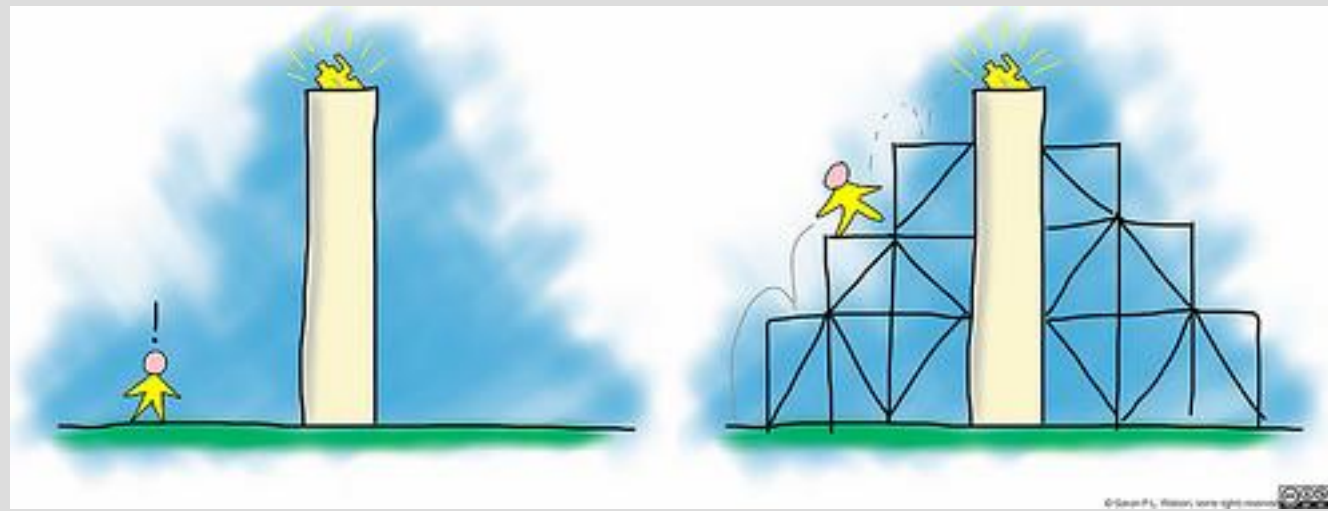
COURSES

REGULAR MAP/EOC COURSES

- Aligned to grade level or course level standards
- Unpacked the standard
- Added scaffolding if team felt it was needed







COURSES ALIGNED TO ALTERNATIVE STANDARDS

- Aligned to the alternative standards
- Included DLM indicators if appropriate
- Scaffolded to the learning needs of our students with the most significant disabilities
- Called curriculum extensions



EXAMPLE OF EXTENSION ELA K





















Learning Targets

- >  EE.RL.K1.a.Attend to literacy-based material
Equity
Description: EE.RL.K.1; CA2; 1.5;1.6
- >  EE.RL.K1b.Student will be able to indicate awareness that someone is reading to him/her
Equity
Description: EE.RL.K.1; CA2; 1.5;1.6
- >  EE.RL.K1c.Can pay attention to details of an object
Equity
Description: EE.RL.K.1; CA2; 1.5;1.6
- >  EE.RL.K1d.Can demonstrate understanding of object words/ names during familiar routines
Equity
Description: EE.RL.K.1; CA2; 1.5;1.6
- >  EE.RL.K1e.Can identify objects in pictures during a shared reading activity
Equity
Description: EE.RL.K.1; CA2; 1.5;1.6
- >  EE.RL.K1 With guidance and support, identify details in familiar stories
Equity
Description: EE.RL.K.1; CA2; 1.5;1.6











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Example

INCLUDING DLM INDICATORS FOR 3-11

just
another
example

Learning Targets	Edit
>  <u>EE.RL.3.1a Student will be able to indicate awareness that someone is reading to him/her</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1.IP Can pay attention to details of an object</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1b Can demonstrate understanding of object words/ names during familiar routines</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1c Can identify objects in pictures during a shared reading activity</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1d React to text through vocalizations, words, or symbols in order to identify main idea and supporting details</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1.DP Can identify people, objects and familiar events</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1.PP Can answer who and what questions about details in familiar narrative</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1e Can identify concrete details in a familiar story (characters/objects)</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	
>  <u>EE.RL.3.1.SN Can answer wh questions about details in a narrative</u> Equity Description: EE.RL.3.1; CA 2; 1.5,1.6	

MAP/EOC COURSES AS WELL

Learning Targets		TOP ^
Learning Targets		Edit
>  <u>3.NBT.A.1a. Understand place value</u>	Equity Description: 3.NBT.A.1 MA1;3.1	
>  <u>3.NBT.A.1.b Define round or rounding in relation to place value</u>	Equity Description: 3.NBT.A MA1;3.1	
>  <u>3.NBT.A.1.c Round a whole number to the nearest 10</u>	Equity Description: 3.NBT.A.1 MA1;3.1	
>  <u>3.NBT.A.1.d Round a whole number to the nearest 100</u>	Equity Description: 3.NBT.A.1	
>  <u>3.NBT.A.1. Round whole numbers to the nearest 10 or 100</u>	Equity Description: 3.NBT.A.1 MA5;3.1	

just
another
example

COURSE AVAILABLE TO PUBLIC

- Once courses have been board approved they are published and available for public view
- We do not make support documents or activities public – just available to our educators
- We have had some partner districts take our courses and use them in some of their modified classes because they are written to the state standards for those courses.



QUESTIONS



CONTACT INFORMATION

Mollie Bolton

mbolton@ssdmo.org

314-989-8246

