

## Instructional Planning using Curriculum Modifications, Based on Alternate State Standards

Content Area: \_\_\_\_\_

Unit Name: \_\_\_\_\_

### Unit Objectives

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

### References:

Koga, N., & Hall, T. (2009) *Curriculum Modification*. Wakefield, MA: National Center on Accessing General Curriculum. Retrieved 11/18/2014 from <http://aem.cast.org/about/publications/2004/ncac-curriculum-modification.html#.WQILeoWcGQx>

Clayton, J., Burdge, M. et. al. Instructional Strategies and Curriculum Access; A Four-Step Process for Accessing the General Curriculum for Students with Significant Disabilities. *Teaching Exceptional Children*, Vol. 38 No.5, pp.20-27. 2006

**Instructional Planning using Curriculum Modifications, Based on Alternate State Standards**

<b>Week 1</b>		
<b>Considerations:</b>	<b>Notes:</b>	<b>Service Delivery: Support Responsibilities within educational team</b>
Determine the type of curriculum modification that will be utilized:  <i>Curriculum adaptation, parallel curriculum, and/or overlapping curriculum</i>	<i>Why was this particular modification chosen for this unit and/or week of instruction?</i>	
1. Identify or link to the appropriate alternate standard(s) for this week of instruction.	<i>List alternate standards:</i>	
2a. Define the outcomes/objectives for week of instruction.	<i>Prioritize outcomes for student. Prioritize skills/concepts to systematically teach. (may be a reduced number).</i>	
2b. Consider typically required supports identified on student's IEP.	<i>List IEP supports that will support this week's outcomes.</i>	
3a. Identify typical instructional activities: <i>e.g.- lecture/note-taking, cooperative learning groups, research, homework, use graphic organizer, etc.</i>	<i>List major instructional activities/tasks and plan for how student will participate in these activities/tasks for the week.</i>  <i>List additional supports necessary for student to actively participate in the tasks above (e.g.- picture symbols, short summary of story, etc.)</i>	
3b. Determine the classroom-based assessment activity.	<i>How will the prioritized outcomes above in step 2a be assessed? How will student demonstrate prioritized concepts/skills acquired?</i>	
4. Target specific IEP objectives for instruction within the general education instruction.	<i>What IEP objectives can be embedded in this week's instructional plan? (e.g.- IEP objectives for communication, social skills, academics, etc.)</i>	

## Week 2

Considerations:	Notes:	Service Delivery: Support Responsibilities within educational team
Determine the type of curriculum modification that will be utilized:  <i>Curriculum adaptation, overlapping curricula, and/or parallel curriculum</i>	<i>Why was this particular modification chosen for this unit and/or week of instruction?</i>	
1. Identify or link to the appropriate alternate standard(s) for this week of instruction.	<i>List alternate standards:</i>	
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3a. Identify typical instructional activities: <i>e.g.- lecture/note-taking, cooperative learning groups, research, homework, use graphic organizer, etc.</i>	<i>List major instructional activities/tasks and plan for how student will participate in these activities/tasks for the week.</i>  <i>List additional supports necessary for student to actively participate in the tasks above (e.g.- picture symbols, short summary of story, etc.)</i>	
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2=1b. Consider typically required supports identified on student's IEP.	<i>List IEP supports that will support this week's outcomes.</i>	
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3a. Identify typical instructional activities: <i>e.g.- lecture/note-taking, cooperative learning groups, research, homework, use graphic organizer, etc.</i>	<i>List major instructional activities/tasks and plan for how student will participate in these activities/tasks for the week.</i>  <i>List additional supports necessary for student to actively participate in the tasks above (e.g.- picture symbols, short summary of story, etc.)</i>	
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