



Case study -Elementary
Creating Replacement
Curricular Goals,
Objectives and Strategies



Jordyn is an engaging 7 year old enrolled in a Grade 2 class in her neighbourhood school. Although she doesn't speak she communicates most of her wants and needs to familiar adults using facial expressions and gestures. People who are new to Jordyn have a difficult time understanding her communication.



Jordyn has full-time support from an EA, Ms. Mackenzie and requires full assistance with all personal health activities. These procedures remove her from her classroom for extended periods of time throughout her day. She uses a wheelchair for mobility and has a walker that she is learning to use at school.



Jordyn is social and has many friends. She loves music, going fast in her wheelchair, her cat and stories about superheroes.



Jordyn's teacher, Ms. Smith wants to include her in as many classroom activities as possible but doesn't know where to begin. Last year's IEP focused on stretching exercises and personal care. This year, Jordyn's classroom teacher, Ms. Gill wants to expand Jordyn's learning in the classroom and maximize interactions with her peers.

Replacement Curriculum Goal Planner for: Jordyn

Teacher/Staff: Ms. Smith and Ms. Mackenzie

Area of learning: Grade 2 Social Studies

<p>What is a topic, theme or unit that you are working on in this class?</p> <ul style="list-style-type: none">- Regional and Global communities- Global citizenship	<p>Why is this unit important? (<u>Big Idea</u>)</p> <ul style="list-style-type: none">- Individuals have rights and responsibilities are global citizens
<p>What do you want all students in your class to get out of this unit? (<u>Goal for ALL</u>)</p> <ul style="list-style-type: none">- Understand how different communities help people who can't get their basic needs met independently;- To understand how peoples wants and needs are met in different communities by asking questions, make inferences, and drawing conclusions); communicate findings and decisions (learning standard)	<p>Access Point: What could this look like for Jordyn? (<u>Objective</u>)</p> <p><i>Goal- Jordyn will learn how to access her local community <u>by</u>:</i></p>
<p>What class resources/ materials are you using for this unit?</p> <ul style="list-style-type: none">- Variety of texts, movies, media and internet resources; outdoor classroom; creating a field book when observing the local environment	<p>What resources/materials will we need for Jordyn to access the curriculum? (<u>Strategies</u>)</p>
<p>In what ways will you assess student learning in this unit?</p> <ul style="list-style-type: none">- Portfolio/field book, conference	<p>What could this look like for Jordyn? (<u>Assessment</u>)</p>

Big Idea:

Individuals have rights and responsibilities are global citizens

Area of Learning: Grade 2 social studies

Learning Standard / Goal

Supplemental

Replacement

Objective:

Instructional Strategy:

An easy way of writing curricular goals is:

I can/the student will _____

(goal)

by _____ (how will the student do

this, this is the **objective**)

using _____ **(strategy)**

Make it all about me!!!

- Personal relevance (self, family, community)

Comprehension levels

- Kids can understand information at a higher level than they can communicate

Vocabulary

- Choose concrete and visual words

Blooms Taxonomy

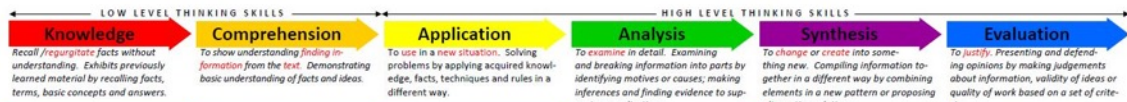
- Verbs (match, choose)

Earlier grade levels to help

- Connect with a Primary teacher

Prior Knowledge

- Ask yourself.... what do you need to know/do to be able to know/do this?



Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Key words: Choose, Observe, Show, Copy, Omit, Spell, Define, Quote, State, Duplicate, Read, Tell, Find, Recall, Trace, How, Recite, What, Identify, Recognise, When, Label, Record, Where, List, Relate, Which, Listen, Remember, Who, Locate, Repeat, Why, Match, Reproduce, Write, Memorise, Retell, Name, Select	Key words: Ask, Extend, Outline, Cite, Generalise, Predict, Classify, Give examples, Relate, Associate, Build, Identify, Show, Calculate, Illustrate, Report, Demonstrate, Indicate, Restate, Discuss, Infer, Review, Estimate, Interpret, Show, Explain, Match, Summarise, Express, Observe, Translate	Key words: Act, Employ, Practice, Administer, Experiment, Relate, Apply, with, Represent, Group, Select, Build, Identify, Show, Calculate, Illustrate, Simulate, Categorise, Interpret, Solve, Choose, Infer, Interview, Summarise, Link, Teach, Connect, Make use of, Transfer, Construct, Manipulate, Translate, Correlation, Model, Use, Demonstrate, Organise, Develop, Perform, Dramatise, Plan	Key words: Analyse, Examine, Prioritise, Appraise, Find, Question, Breakdown, Function, Reason, Group, Relationships, Highlight, Cause and effect, In-depth discussion, Choose, Inference, See, Classify, Inspect, Select, Differences, Investigate, Separate, Discover, Isolate, Similar to, Discriminate, List, Simplify, Dissect, Motive, Survey, Distinction, Omit, Take part in, Distinguish, Order, Test for, Divide, Organise, Theme, Elaborate, Point out, Comparing	Key words: Adapt, Estimate, Plan, Agree, Disprove, Measure, Add to, Experiment, Predict, Appraise, Dispute, Opinion, Build, Extend, Forecast, Argue, Effective, Perceive, Change, Formulate, Propose, Assess, Estimate, Persuade, Choose, Hypothesis, Award, Evaluate, Prioritise, Combine, Revise, Bad, Explain, Prove, Hypothesise, Rewrite, Choose, Give reasons, Rate, Imagine, Simplify, Compare, Good, Recommend, Innovate, Solve, Conclude, Grade, Rule on, Convert, Integrate, Speculate, Consider, How do we, Select, Create, Invent, Substitute, Convince, know?, Support, Delete, Make up, Suppose, Criteria, Importance, Test, Design, Maximise, Tabulate, Infer, Useful, Develop, Minimise, Test, Debate, Influence, Validate, Devises, Model, Theorise, Decide, Interpret, Value, Discover, Modify, Think, Deduct, Judge, Why, Discuss, Original, Transform, Defend, Justify, Determine, Mark	

Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving, Workbook, Worksheet	Definition, Fact, Label, Explaining, Label, List, Inferring, Quiz, Reproduction, Test, Summarising, Show and tell, Summary	Classifying, Collection, Examples, Explanation, Label, List, Outlines, Paraphrasing, Quiz, Summarising, Show and tell, Summary	Carrying out, Executing, Implementing, Using, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation	Demonstration, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation	Attributing, Deconstructing, Integrating, Organising, Structuring, Distinguishing, Order, Test for, Divide, Organise, Theme, Elaborate, Point out, Comparing	Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey	Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey	Constructing, Designing, Devising, Integrating, Making, Planning, Producing, Song	Advertisement, Film, Media product, New game, Painting, Plan, Project, Story	Constructing, Designing, Devising, Integrating, Making, Planning, Producing, Song	Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:	Questions:	Questions:	Questions:	Questions:	Questions:
Can you list three...? Can you recall...? Can you select...? How did _____ happen? How is _____? How would you describe...? How would you explain...? How would you show...? What is...? When did _____ happen? Where is...? Which one...? Who was...? Who were the main...? Why did...?	Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare...? Contrast...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?	How would you use...? What examples can you find to...? How do you solve _____ using what you have learned...? How would you organise _____ to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What approach would you use to...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	What are the parts or features of...? How is _____ related to...? What is the theme...? What motive is there...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorise...? Can you identify the difference parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt _____ to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What choice would you design...? Suppose you could _____ what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit



Area of Learning: SOCIAL STUDIES — Regional and Global Communities

Grade 2

BIG IDEAS

Local actions have global consequences, and global actions have local consequences.

Canada is made up of many diverse regions and communities.

Individuals have rights and responsibilities as global citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Explain why people, events, or places are significant to various individuals and groups (significance) Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change) Recognize causes and consequences of events, decisions, or developments (cause and consequence) Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture how people's needs and wants are met in communities relationships between people and the environment in different communities diverse features of the environment in other parts of Canada and the world rights and responsibilities of individuals regionally and globally roles and responsibilities of regional governments

Replacement Curriculum Goal Planner (completed version) for: Jordyn

Area of learning: Grade 2 Social Studies

Teacher/Staff: Ms. Smith and Ms. Mackenzie

What is a topic, theme or unit that you are working on in this class?

- Regional and Global communities
- Global citizenship

Why is this unit important? (Big Idea)

- Individuals have rights and responsibilities are global citizens

What do you want all students in your class to get out of this unit? (Goal for ALL)

- Understand how different communities help people who can't get their basic needs met independently;
- To understand how peoples wants and needs are met in different communities by asking questions, make inferences, and drawing conclusions); communicate findings and decisions (learning standard)

Access Point: What could this look like for Jordyn? (Objective)

Goal- I can/ Jordyn will learn how to access her local community by:
Objective – identifying how her wants, and needs can be met in the classroom and school community

What class resources/ materials are you using for this unit?

- Variety of texts, movies, media and internet resources; outdoor classroom; creating a field book when observing the local environment

What resources/materials will we need for Jordyn to access the curriculum? (Strategies)

Using her iPad and camera/media to take photographs and learn the names of items or locations that are personally relevant (door access button)
- Vocabulary visuals, Field book – iPad camera and pictello

In what ways will you assess student learning in this unit?

- Portfolio/field book, conference

What could this look like for Jordyn? (Assessment)

Creating a portfolio/short video in the form of a field book or story using pictello on the iPad; visual quiz in the form of matching vocabulary

Big Idea:

Individuals have rights and responsibilities are global citizens

Area of Learning: Grade 2 social studies

Learning Standard / Goal

Jordyn will learn how to access her local community by:

Supplemental



Replacement



Objective:

identifying how her wants, and needs can be met in the classroom and school community

Instructional Strategy:

Using her iPad and camera/media to take photographs and learn the names of items or locations that are personally relevant (door access button)
- Vocabulary visuals, Field book – iPad camera and pictello

Jordyn's CB-IEP curricular goals is:

Jordyn will learn how to access her local community by: (**goal**)

identifying how her wants, and needs can be met in the classroom and school community (how will the student do this, this is the **objective**)

using using her iPad and camera/media to take photographs and learn the names of items or locations that are personally relevant (door access button, ramps etc.) (**strategy**)

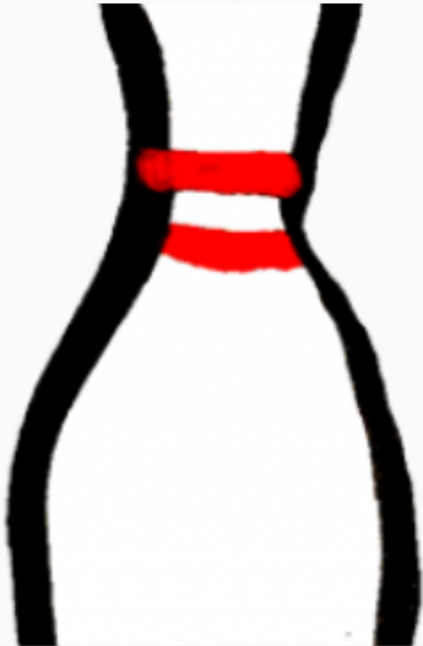
More Examples

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Examples of
curricular access
points K-12

