Creating Replacement Curricular Goals, Objectives & Strategies

1. Choose **Grade Level** Subject/Course
2. Determine **Big Idea**
3. Determine "**Goal for All**"
   - Curricular learning standard/goal similar to peers
4. Determine "**Access**" point
   - Objective specific to individual needs
5. Determine **Strategies** specific to meet Objective

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Replacement Curriculum Goal Planner for: R.M.

Target Class: Grade 4 Science   **Target Teacher/Staff: Mr. L & Ms. K**

What is a topic, theme or unit that you are working on in this class? Living things in our local environment	Why is this unit important? (Big Idea) Living things sense and respond to their environment
What do you want everyone in your class to get out of this unit? (Goal for ALL) - About bio diversity - How living things respond in their environment	Access Point: What could this look like for R.M.? (Objective) - Living vs non-living
What class resources/ materials are you using for this unit? - Variety of texts (books, movies, websites) - Outdoor classroom - Field book – observing the local environment	What resources/ materials will we need for R.M. to access curriculum? (Strategies) - Text about living vs. non living - Vocabulary visuals (names of local living plants & animals) - Social story about going outside - Field book – iPad camera
In what ways will you assess student learning in this unit? - Portfolio/ field book - Quiz	What could this look like for R.M.? (Assessment) - Portfolio - Visual quiz/ matching vocabulary

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Replacement Curriculum Goal Planner for: R.M.
Target Class: Grade 4 Science
Target Teacher/Staff: Mr. L & Ms. K

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What do you want everyone in your class to get out of this unit? (Goal for ALL) - About bio diversity - How living things respond in their environment	**Access Point : What could this look like for R.M .? (Objective)** - Living *vs* non -living
What class resources/ materials are you using for this unit? - Variety of texts (books, movies, websites) - Outdoor classroom - Field book - observing the local environment	**What resources/ materials will we need for R.M. to access curriculum? (Strategies)** - Text about living *vs.* non living - Vocabulary visuals (names of local living plants & animals)
In what ways will you assess student learning in this unit? - Portfolio/ field book - Quiz	**What could this look like for R.M .? (Assessment)** - Portfolio - Visual quiz/ matching vocabulary

Course/ Subject: Grade 4 Science	**Teacher/Staff:** Mr. L & Ms. K
Learning Standard/Goal: R.M. will know about biodiversity in the local environment by	
Objective: identifying living and non-living things	**Strategies:** - Text about living vs. non living - Vocabulary visuals (names of local living plants & animals) - Social story about going outside - Field book- iPad camera, take pictures of living and non-living things outside

Replacement Curriculum Goal Planner for: R.A.

Target Class: Grade 9 Math   **Target Teacher/Staff: Mr. A & Ms. H**

What is a topic, theme or unit that you are working on in this class? Linear Relationships	Why is this unit important? (Big Idea) Using patterns to make predictions in a linear relationship different ways to represent linear relationships
What do you want everyone in your class to get out of this unit? (Goal for ALL) - How to create and read a graph of a continuous linear relationship - Why graphs are useful	Access Point: What could this look like for R.A.? (Objective) - Collecting data - Representing data on a graph - Numbers 1-10
What class resources/ materials are you using for this unit? - Technology, websites, tables - Vertical non permanent surfaces	What resources/ materials will we need for R.A.. to access curriculum? (Strategies) - Picture tables - Activity to poll students in class (question of the day) - White board for tallying - Vocabulary – parts of a graph, numbers 1-10
In what ways will you assess student learning in this unit? - Capturing learning in 3 ways (concrete, pictoral, abstract)	What could this look like for R.A. ? (Assessment) - Capturing learning visually (pictures, video) - Class counting book

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Replacement Curriculum Goal Planner for: R.A.

Target Class: Grade 9 Math   Target Teacher/Staff: Mr. A & Ms. H

What is a topic, theme or unit that you are working on in this class? - Linear Relationships	**Why is this unit important? (Big Idea)** - Using patterns to make predictions in a linear relationship - Different ways to represent linear relationship
What do you want everyone in your class to get out of this unit? (Goal for ALL) - How to create and read a graph of a continuous linear relationship - Why graphs are useful	**Access Point : What could this look like for R.A .? (Objective)** - Collecting data - Representing data on a graph - Numbers 1-10
What class resources/ materials are you using for this unit? - Technology, websites, tables - Vertical non-permanent surfaces	**What resources/ materials will we need for R.A. to access curriculum? (Strategies)** - Picture tables - Activity to poll students in class (question of the day) - Activity board for tallying - Vocabulary – parts of a graph, numbers 1-10
In what ways will you assess student learning in this unit? - Capturing learning in 3 ways (concrete, pictoral, abstract)	**What could this look like for R.A .? (Assessment)** - Capturing learning visually (pictures, video) - Class counting book

Curricular IEP Goals for: R.A.   ☐ Supplemental   X Replacement

Course/ Subject: Math 9	**Teacher/Staff:** Mr. A & Ms. H
Learning Standard/Goal: R.A. will know two-variable linear relations using graphing by:	
Objective: Collecting data up to a value of 10	**Strategies:** polling peers with daily or weekly questions of high interest (food, activities, music, movies), creating counting books of classes favourite things.
Objective: Representing data of graph	**Strategies:** Picture graphs, line graphs

Episode 3 Strategy
Replacement Curriculum
Goal Planner

#AccessPoints

https://www.youtube.com/watch?v=ykIvWh2zYto&t=5s