

Making Curriculum Modifications in Minutes

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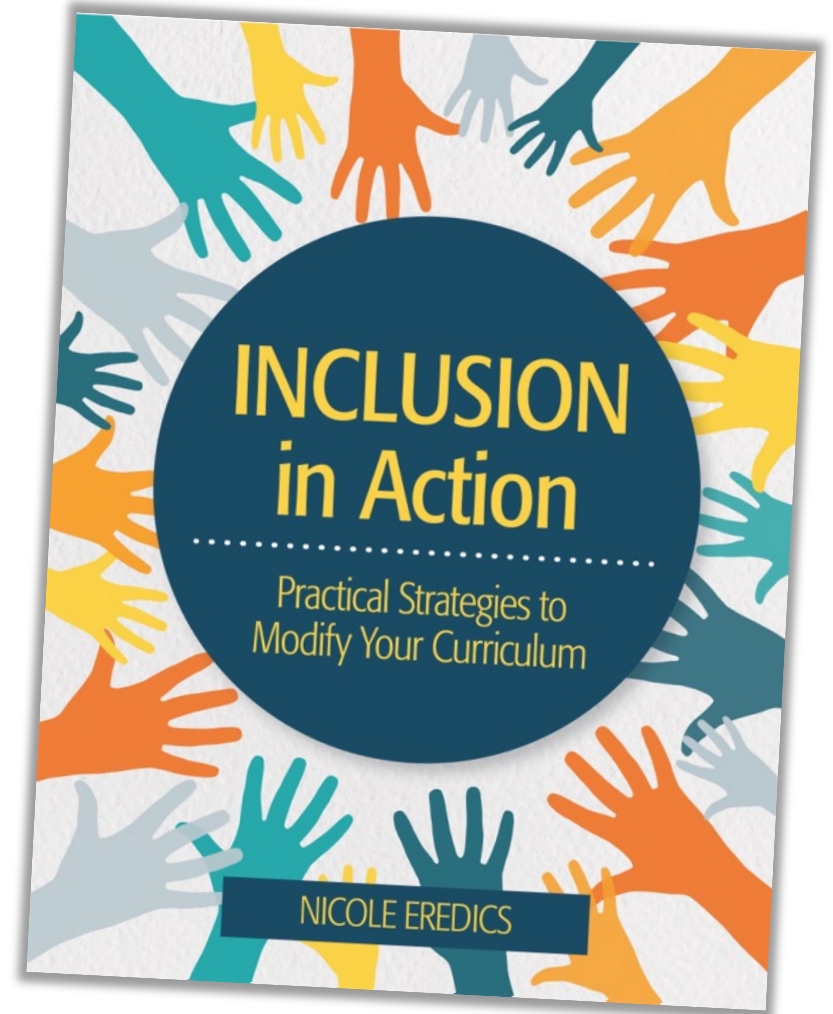
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- 2 To submit a question, click “Questions” in the webinar panel and type in your question
- 3 To minimize the webinar panel, click the orange arrow in the upper left of the panel
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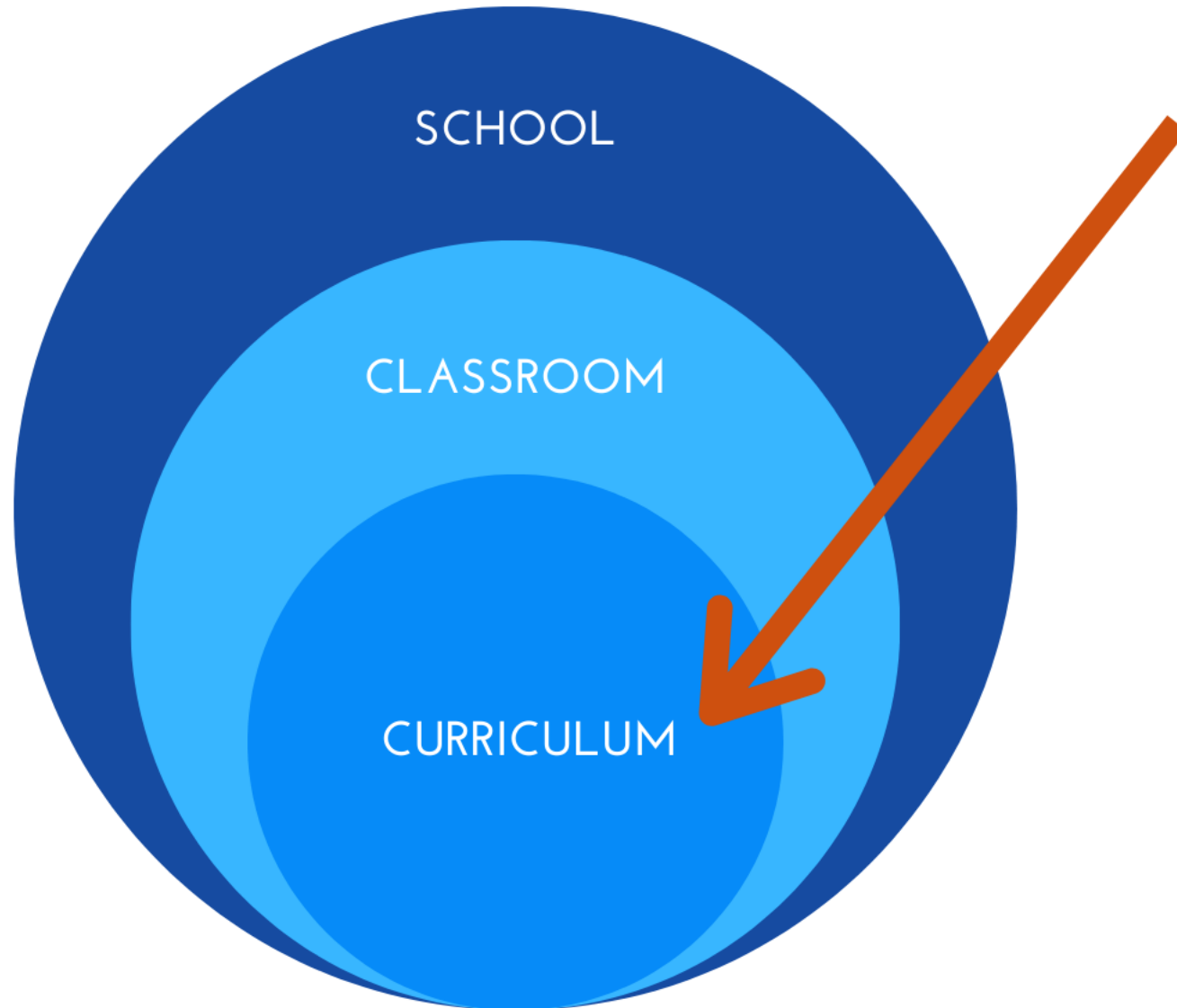


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Layers of Inclusion



CURRICULUM MODIFICATIONS HAVE BEEN IDENTIFIED AS CRITICAL IF STUDENTS WITH DISABILITIES ARE TO ACHIEVE ACCESS TO AND MAKE PROGRESS IN THE GENERAL EDUCATION CURRICULUM.

(LEE, WEHMEYER, PALMER, & SOUKUP, 2010, P. 214)

Curriculum Modifications

- For students who are not working at grade-level

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- Substitutions, deletions, additions to curriculum

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- Grading and credit is different
- Recorded in the student's learning plan

Steps to Modifying Curriculum

1. Determine the curriculum that will be used.

- Use IEP goals, interests, and abilities to guide choice.

Common Core Essential Elements

First Grade English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details	
RL.1.1 Ask and answer questions about key details in a text.	EE.RL.1.1 Identify details in familiar stories.
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	EE.RL.1.2 With guidance and support, recount major events in familiar stories.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	EE.RL.1.3 Identify characters and settings in a familiar story.

Steps to Modifying Curriculum

1. Determine the curriculum that will be used.

- Use IEP goals, interests, and abilities to guide choice.

2. Determine how the curriculum will be accessed.

- What changes can we make to lesson? (content, conceptual difficulty, educational goals, instructional method)



A balancing act

Background knowledge

A healthy diet is a balanced combination of food for growth and repair, energy-giving food, and vitamins and minerals. You also need food that contains fiber. You cannot digest fiber, but it helps move food through your digestive tract. The amount of food you need depends on how active you are and how much you are growing. If you eat too little, you can suffer from *malnutrition* because your body is not getting the nutrients it needs. If you eat too much, you can become overweight, which can lead to health problems such as diabetes.

Science activity

Here are some meals with an item missing from each one. Decide what food item you would add to make each meal part of a balanced diet. Write the name of the item and which food group it is from.

- 1 • Boiled potato
• Cabbage
• Carrot



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- 2 • Pizza (cheese and tomato topping)



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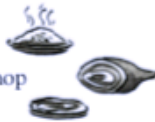
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Science investigation

Collect pictures of food and make a collage of a healthy dinner, by sticking them on paper plates. Label each food group.



- 3 • Boiled rice
• Grilled lamb chop
• Bacon



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- 4 • Chicken drumsticks
• Peas



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- 5 • Lettuce
• Spring onions
• Grated carrots
• Bread



•

- 6 • Fried egg
• Bacon
• Toast
• Pudding



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Is it too complex?

Do I need to change the learning outcomes?

Do I need to change the content?

Should I teach it another way?

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- Use IEP goals, interests, and abilities to guide choice.

2. Determine how the curriculum will be accessed.

- What changes can we make to lesson? (content, conceptual difficulty, educational goals, instructional method)

3. Design accessible and achievable content.

- Change the material using research-based instructional strategies.



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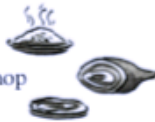
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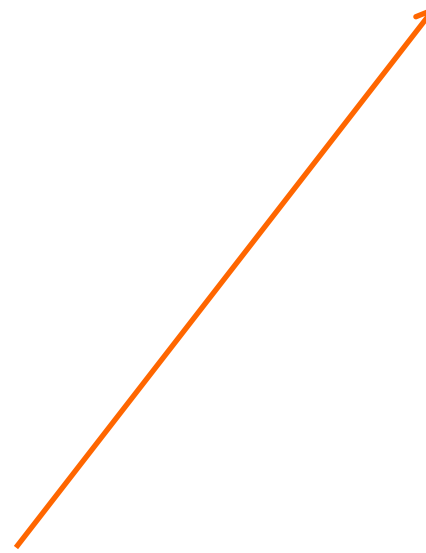
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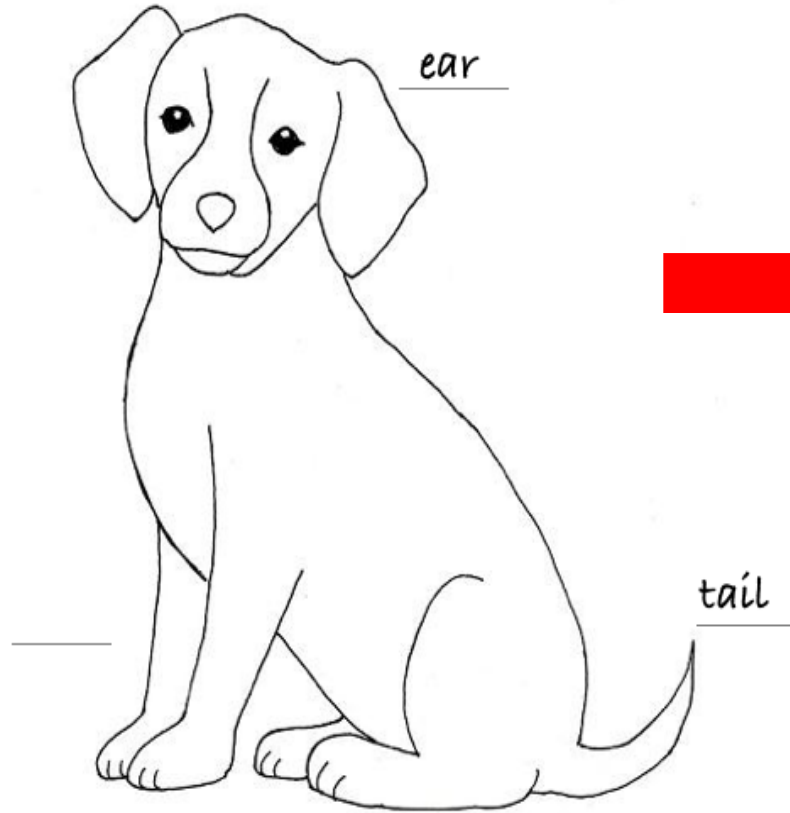


Alter Conceptual Difficulty

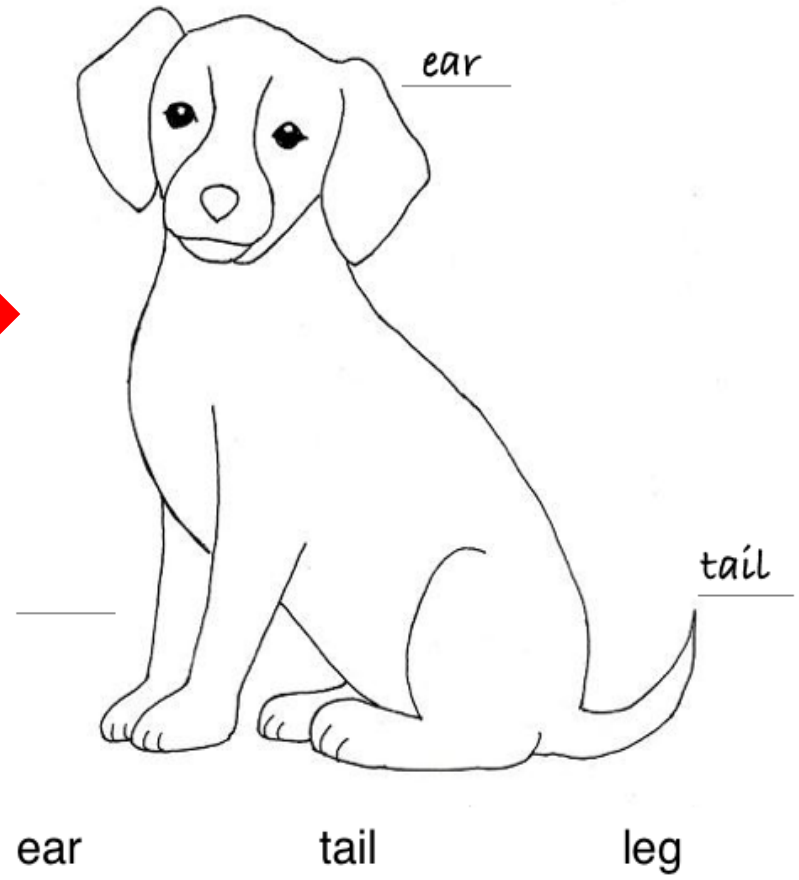
- Means to change the level of difficulty of the lesson
- For example, a teacher can provide the words for the students to use for the assignment. The student must put the words in the appropriate place



Label the parts of the dog.



Label the parts of the dog.
Use the words below.



Modified Gr. 8 Science

Chapter 4: Density and Buoyancy

1. **Pressure** means to push down on something. YES____ NO____

2. **Buoyant** means to float. YES____ NO ____

3. You use a **ruler** to measure in centimeters. YES____ NO____

Reviewing Vocabulary

Copy and complete the chart below.

Term	Description	Units (in metric system)
buoyant force	1.	2.
3.	mass per unit volume	4.
5.	6.	kilograms or grams
pressure	7.	8.
9.	10.	cubic centimeters or milliliters

Reviewing Key Concepts

Multiple Choice Choose the letter of the best answer.

11. To quantify how much matter a bottle of salad dressing has, you would measure (B.S.S.)
- mass
 - density
 - pressure
 - volume

15. You are swimming under water in a pool. The water pressure is greater the deeper you go. The water starts pressing in all directions.
- The water stops pressing in all directions.
 - The water pressure increases.
 - The water pressure decreases.
16. You place two identical objects in two different fluids. One fluid is a liquid, the other is a gas. Which object experiences a greater buoyant force? (B.S.S.)
- the object in the liquid
 - the object in the gas
 - Both experience the same buoyant force.
 - You can't tell unless you know the density of the object.
17. With any object in a fluid, the buoyant force is equal to (B.S.S.)
- the volume of the object.
 - the weight of the object.
 - the volume of the displaced fluid.
 - the weight of the displaced fluid.
18. Ironwood is more dense than water.



The Ancient Pyramids of Egypt

Why were the pyramids built?

The pyramids were built as a resting place and to protect the Kings and queens of Egypt and other important people. Around 130 pyramids were built, the biggest one was the Great Pyramid of Giza. This was the tallest building in the world for 3800 years until the Eiffel Tower was built. It was built for the Pharaoh Khufu and took 20 years to build it! They were built next to the River Nile, this was because it was easier for the builders to move the large stones by boat and then they were pulled to the building area. Scientists today are still not completely sure how the ancient Egyptians moved the massive stones. Once a pyramid was finished it was covered with white stone and gold was put on the top. In the bright Egyptian sunshine, the white and the gold would have gleamed brightly.



The ancient Egyptian engineers built pyramids so that there were many tunnels. It was thought that the pyramid rooms were for the pharaohs and all of their valuables. The engineers knew that thieves would try to steal the gold and jewels, so they made traps and false rooms. They put doors which opened onto a wall. But it didn't stop the thieves as many of the pyramids were robbed. Anyone who tried to steal from the pyramids was immediately put to death.

The Egyptians believed that people would move on to another life, so they filled the pyramids with many jewels, gold and even food. They thought that the pharaoh would need these things in their next life. The body was cleaned and wrapped in bandages to protect it and put into a stone case. They also have many of their things buried with them and people drew beautiful pictures on the walls which told the story of their lives. The ancient Egyptians used a language called 'Hieroglyphics' which was a mixture of drawings and signs. So we can discover how these kings and Queens lived.

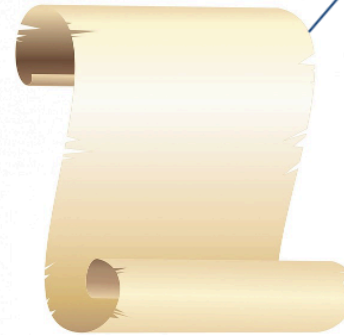


pyramid



reeds

Egypt



scroll



Pharaoh



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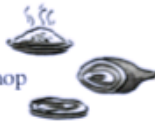
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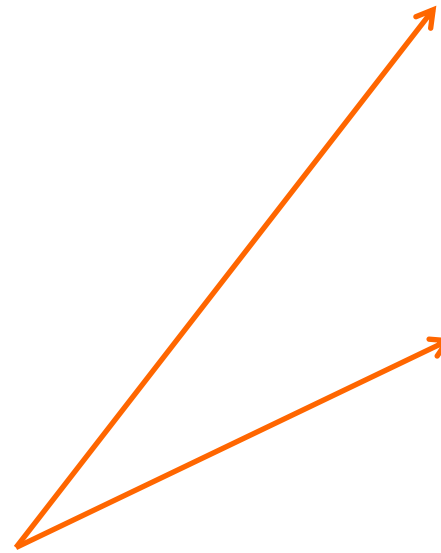


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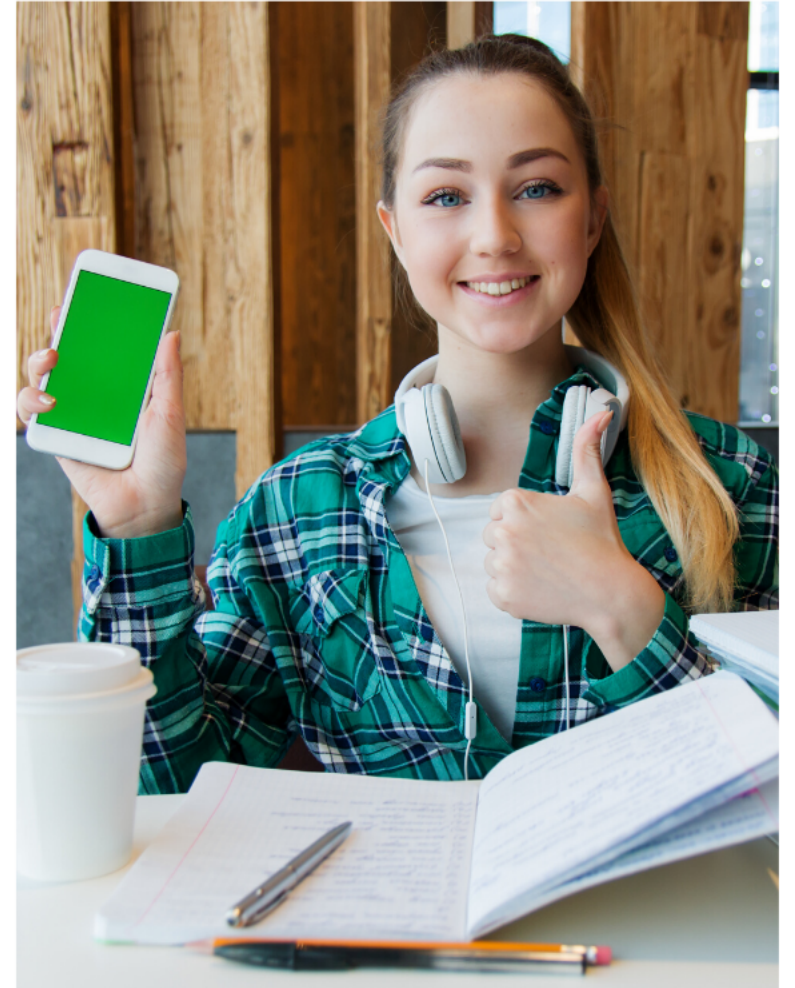
Is it too complex?

Do I need to change the learning outcomes?



Alter Educational Goals

- Means to change the learning outcomes of the lesson
- For example, a teacher can modify a math sheet on fractions to create a math sheet on addition by having the student add the numerator and denominator of the fraction



Modified Multiplication Assignment

Name : _____ Score : _____

Teacher : _____ Date : _____

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

3

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

4

$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

4

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

3

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

Cover bottom 2 rows with paper.

Student identifies specific numbers, circles and prints.

Name: _____

Stone Fox

Chapter 2 "Little Willy"
Pages 12 - 21

1. What did little Willy decide to do about the harvest?

2. What did Doc Smith say about Grandfather after her visit?

3. Where did Doc Smith want Grandfather to go?

4. Where did Doc Smith want little Willy to go?

5. Where did Doc Smith say Searchlight could go?

6. How did little Willy play the harmonica?

7. Explain the code Grandfather and little Willy worked out since Grandfather could not speak.

8. What did little Willy find when he opened the strongbox where the money was kept?

9. How did Searchlight solve the problem of plowing without a horse?

10. How does Grandfather react when Willy tells him that the harvest was good and the crops were sold? How do you think little Willy feels then?

Original

Match the Words

harvest	dog
Grandfather	harmonica
dog	money
harmonica	Grandfather
money	harvest

Modified

Grade 5 Spelling Practice

Copy the following words.

servant serv_ _ _

important im_ _ _ _ ant

excitable exc_ _ able

pleasant ple_ _ ant

participant partici_ _ _ _

Original

Grade 5 Spelling Practice

Copy the following words.

servant servant_

important import_ ant

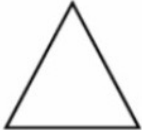
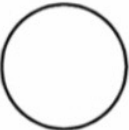


excitable exc_it able

pleasant ple_ _ ant





participant partici_ _ _ _

Modified





2) Shade, stripe or colour the area of the following shapes.

a)  b)  c)  d) 





3) Circle the objects below that have a surface area.

4) Circle the shape below that has the greatest area.

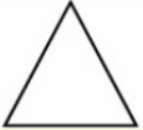
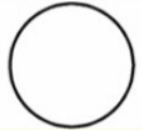


   

5) Circle the shape below that has the least area.





   

Original




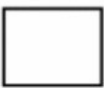
2) Find the circle. ~~of the following shapes.~~

a)  b)  c)  d) 

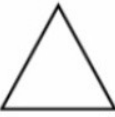


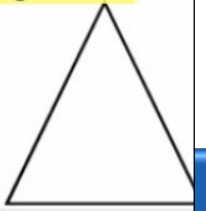
3) Find the star. ~~of the following shapes.~~

4) Find the smallest square.

5) Find the biggest triangle.

Modified

Subtracting Numbers

Question	Answer
$\begin{array}{r} 842 \\ - 231 \\ \hline \end{array}$	
$\begin{array}{r} 568 \\ - 145 \\ \hline \end{array}$	
$\begin{array}{r} 544 \\ - 211 \\ \hline \end{array}$	

Original

Subtracting Numbers

Question	Answer
$\begin{array}{r} \del{8}42 \\ - \del{2}31 \\ \hline \end{array}$	1
$\begin{array}{r} \del{5}68 \\ - \del{1}45 \\ \hline \end{array}$	3
$\begin{array}{r} \del{5}44 \\ - \del{2}11 \\ \hline \end{array}$	3

Modified



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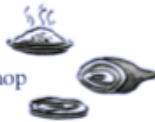
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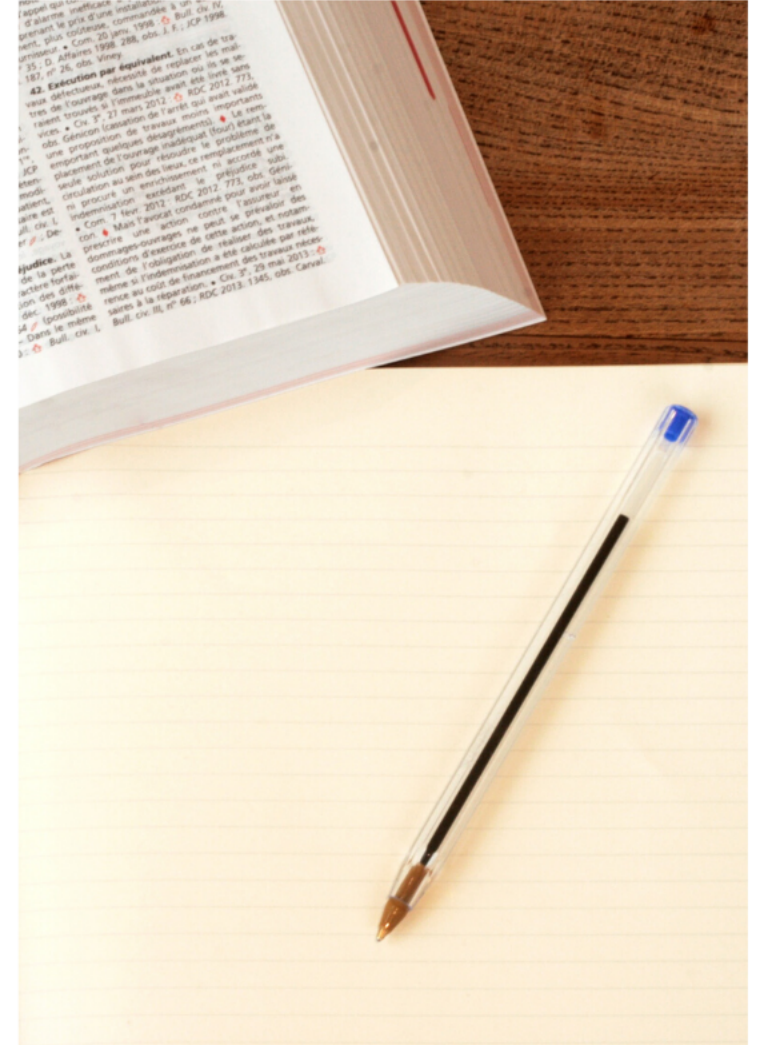
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Do I need to change the content?

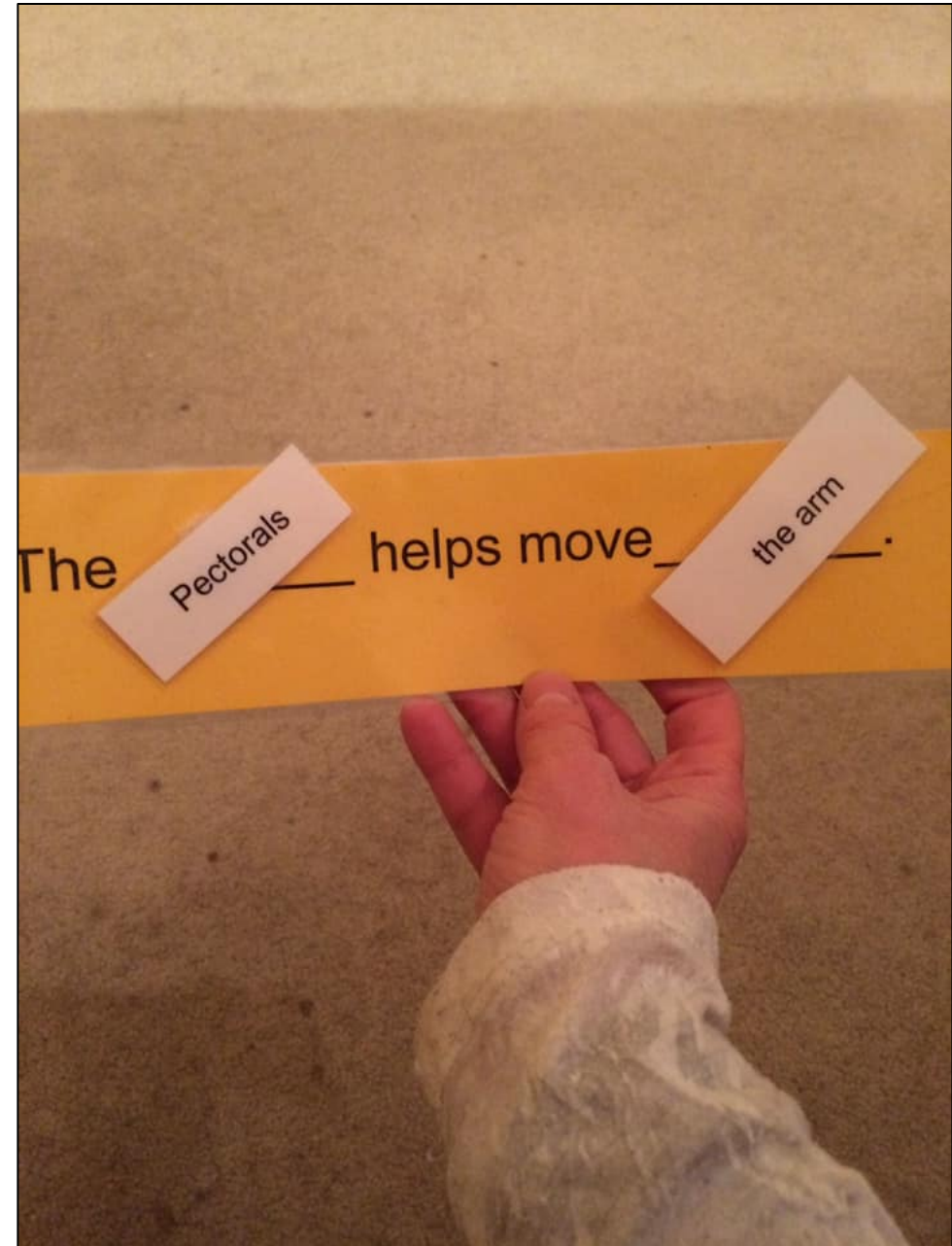
Alter Content

- Means to change the topic of the lesson.
- Teach the student content that is related to the grade-level curriculum but is more suited to the student's educational needs and based on IEP goals
- For example, a student on a modified program in a fifth-grade class might learn how plants grow by planting an actual seed and observing its growth over time, rather than learning about the plant's cellular functions





Vocabulary Word	Definition	Function
Vertebrae	Small bones that form the backbone	protect spinal cord
Cranium	The skull (head)	protect brain
Sternum	The breastbone (chest)	protect heart, lungs and blood vessels
Pelvis	Hip bone	protect internal pelvic organs
Ribs	A series of slender curved bones (chest)	protect organs in chest
Femur	connect hip and knee	Supports weight in body and movement of leg



Source: Lisa Graebner Orvis



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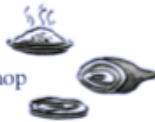
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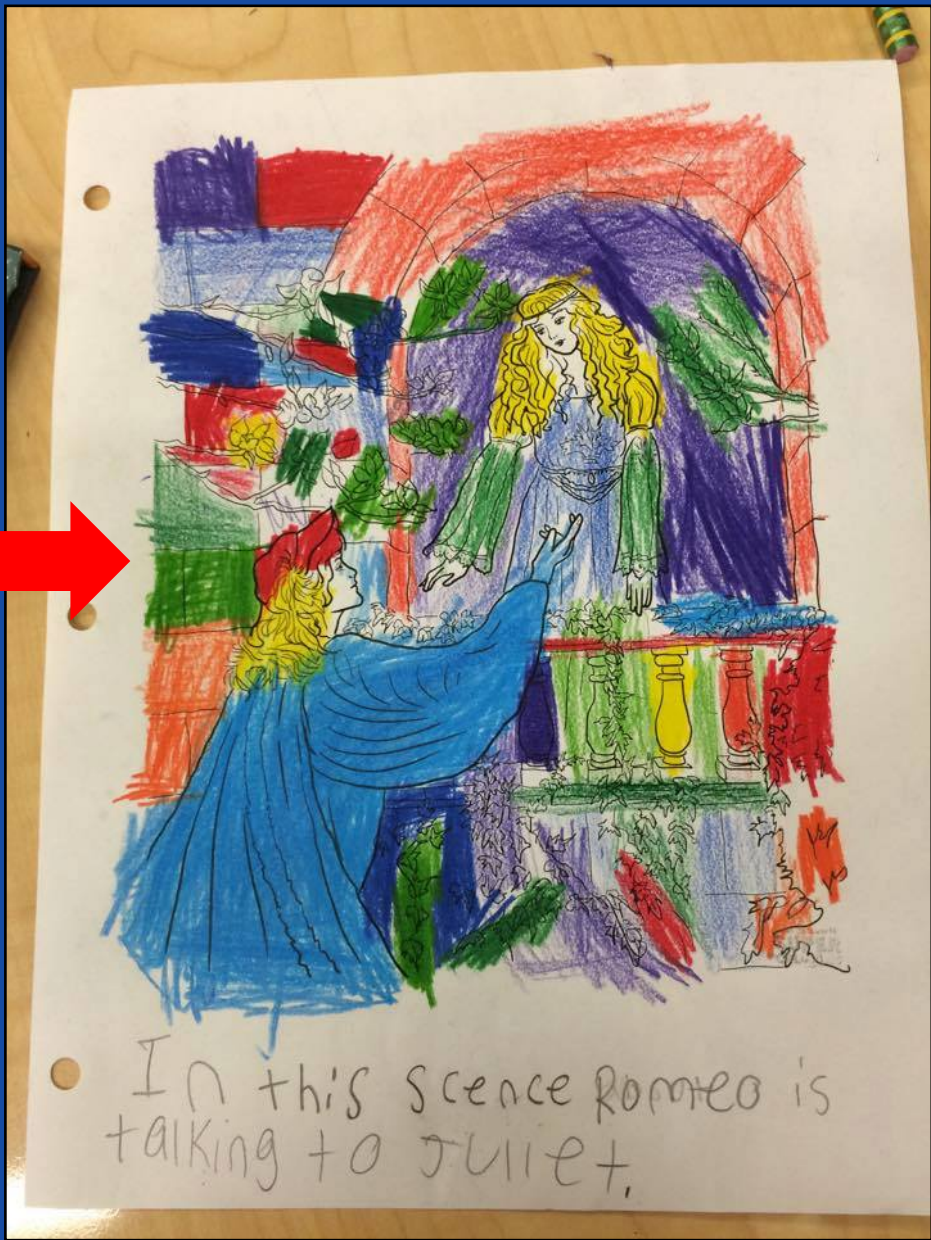
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Should I teach it another way?

Alter Instructional Method

- Means to change the form of instruction
- Provides the student with disabilities an alternate and better-suited form of instruction
- For example, the teacher might ask the student to create an art project related to a novel that the class is reading





Skill — Reading Comprehension

Name: _____

Your Amazing Brain

By: Douglas A. Richards

You carry around a three-pound mass of wrinkly material in your head that controls every single thing you will ever do. From enabling you to think, learn, create, and feel emotions to controlling every blink, breath, and heartbeat - this fantastic control center is your brain. It is a structure so amazing that a famous scientist once called it "the most complex thing we have yet discovered in our universe."



Your brain is faster and more powerful than a supercomputer.

Your kitten is on the kitchen counter. She's about to step onto a hot stove. You have only seconds to act. Accessing the signals coming from your eyes, your brain quickly calculates when, where, and at what speed you will need to dive to intercept her. Then it orders your muscles to do so. Your timing is perfect and she's safe. No computer can come close to your brain's awesome ability to download, process, and react to the flood of information coming from your eyes, ears, and other sensory organs.

Your brain generates enough electricity to power a light bulb.

Your brain contains about 100 billion microscopic cells called neurons - so many it would take you over 3,000 years to count them all. Whenever you dream, laugh, think, see, or move, it's because tiny chemical and electrical signals are racing between these neurons along billions of tiny neuron highways. Believe it or not, the activity in your brain never stops. Countless messages zip around inside it every second like a supercharged pinball machine. Your neurons create and send more messages than all the phones in the entire world.

Grade 7

©www.HaveFunTeaching.com
Text By: <http://kids.nationalgeographic.com>

Original



Modified

Name : _____

Score : _____

Faces, Edges & Vertices

Write the name of each shape. Also, find the number of faces, edges and vertices.

1)



Faces
Edges
Vertices

Name: _____

2)



Faces
Edges
Vertices

Name: _____

3)



Faces
Edges
Vertices

Name: _____

4)



Faces
Edges
Vertices

Name: _____

5)



Faces
Edges
Vertices

Name: _____

6)



Faces
Edges
Vertices

Name: _____

7)



Faces
Edges
Vertices

Name: _____

8)



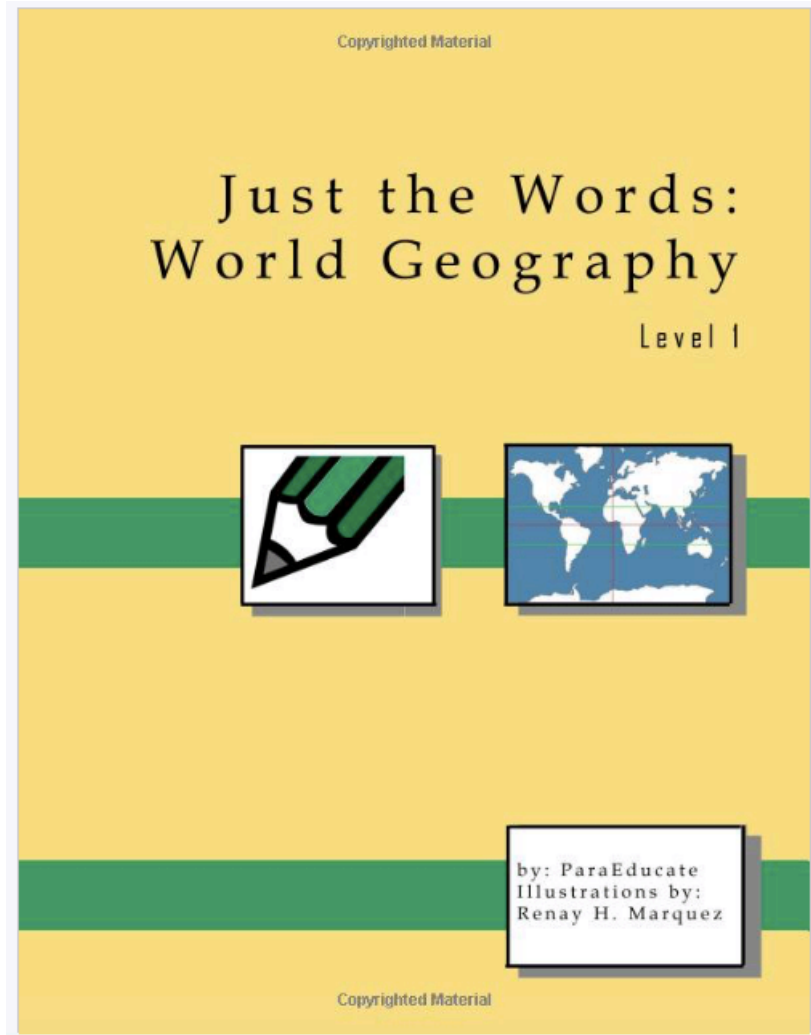
Faces
Edges
Vertices

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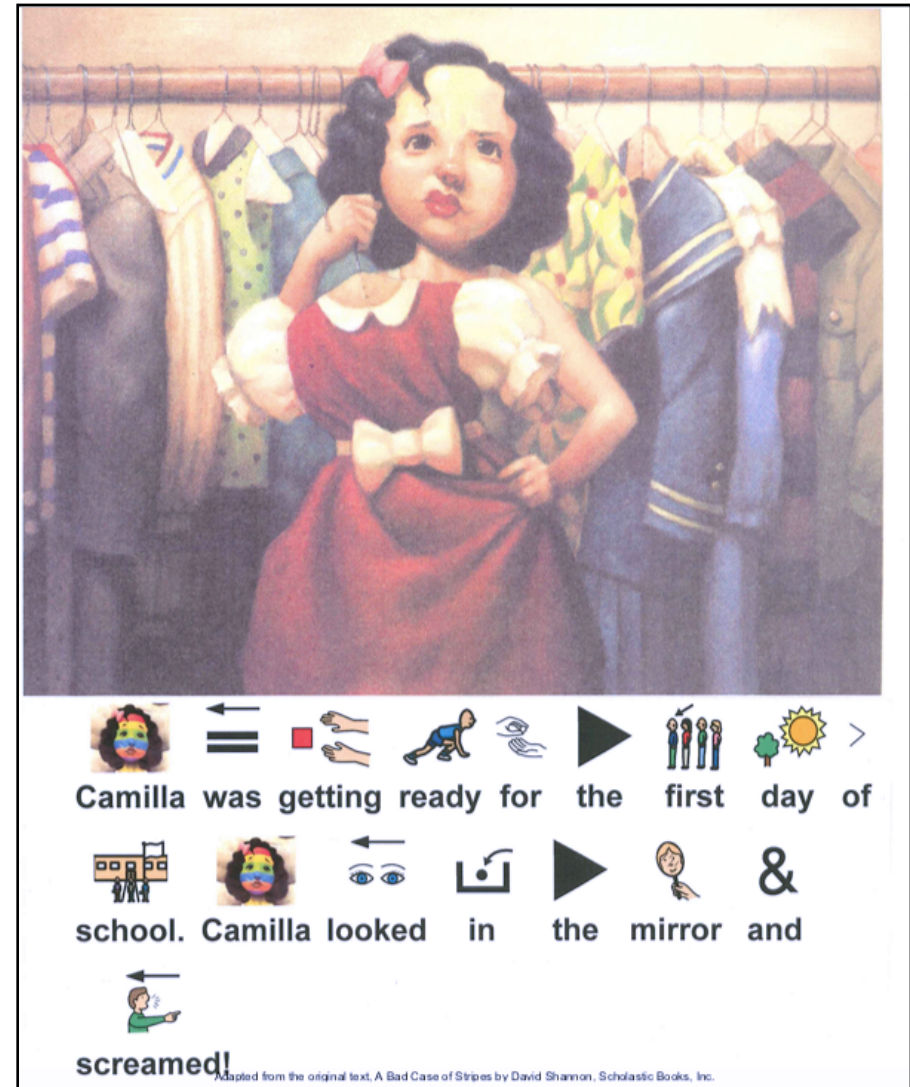


Original


Modified



Paraeducate
www.paraeducate.com

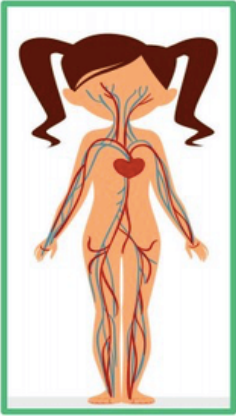



Sherlock Center
<http://www.ric.edu/sherlockcenter/>



You can feel your heart beat in your chest.

2

The heart is a strong muscle. It pumps blood to all parts of the body.

3

Austin & Lily
www.austintlily.com



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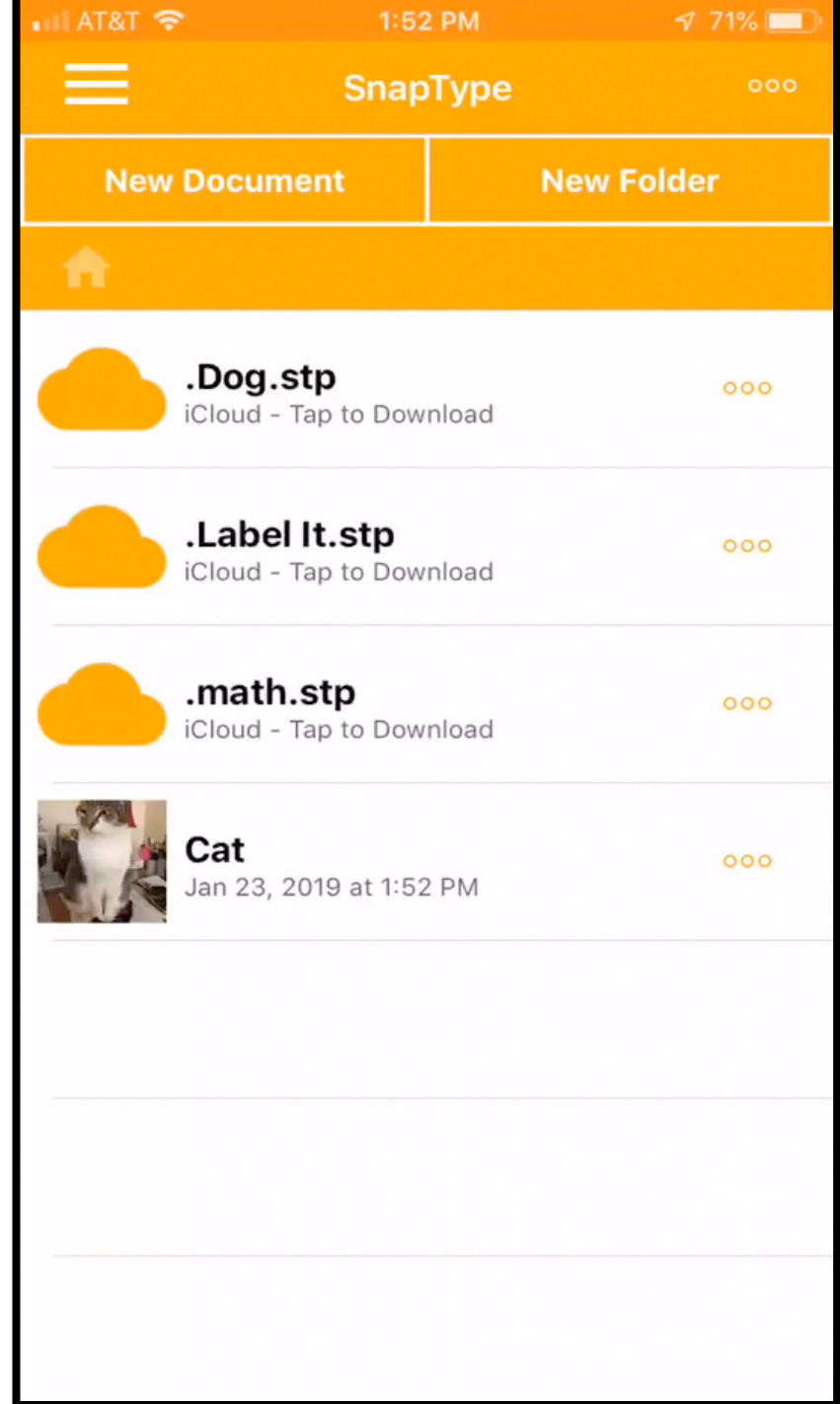
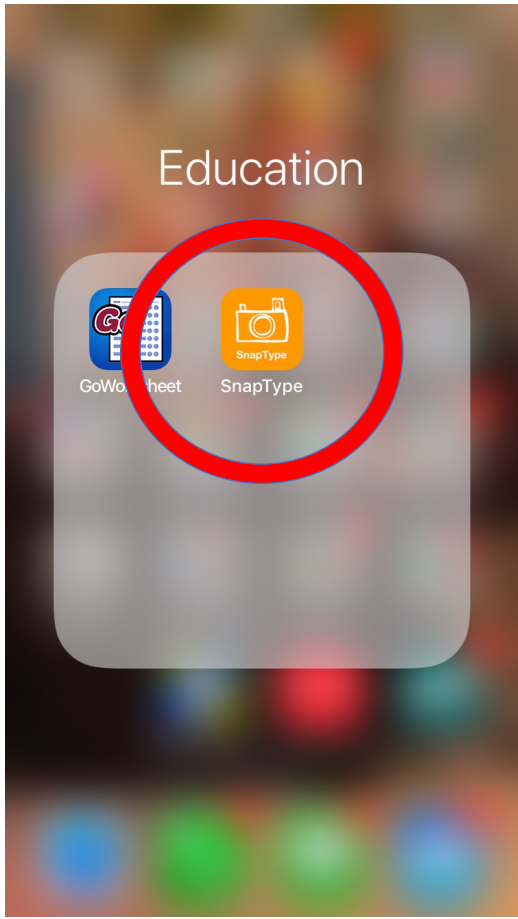
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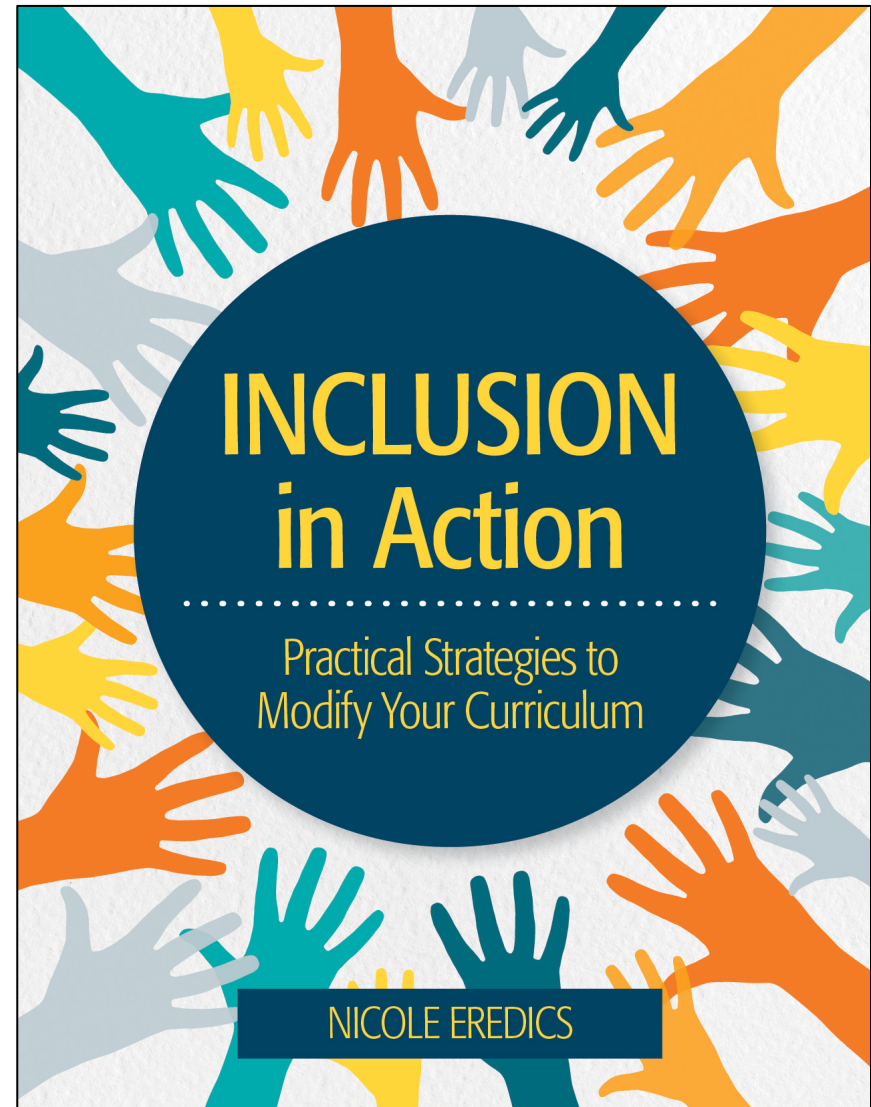
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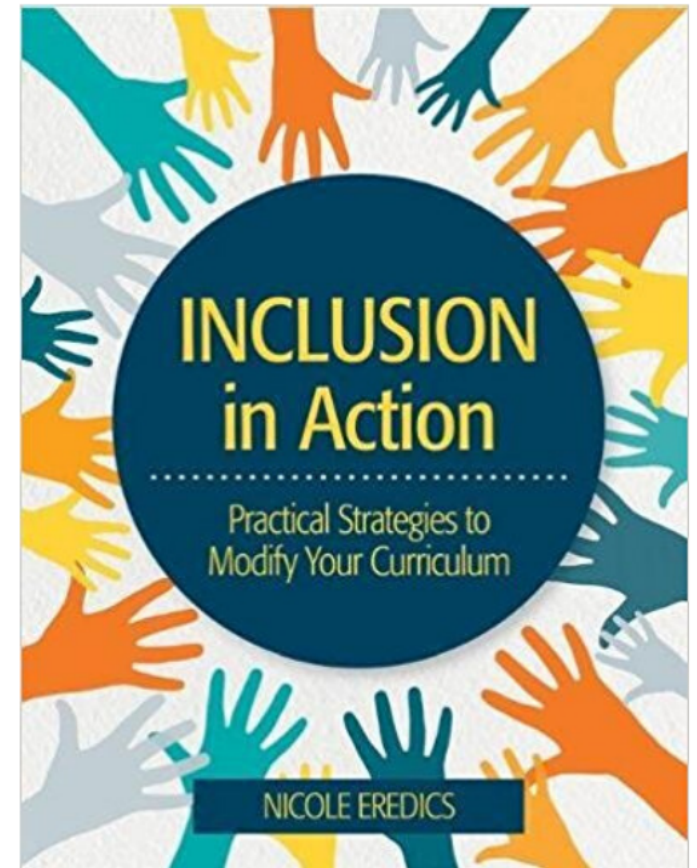
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