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Teaching and Empowering Students with Special Needs

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Conference 2015: Planning with All Students in

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BCs Renewed Curriculum

□ Place Based

- Where will we implement our plan?
 - What is your curricular place/ community/location/land?
 - Teach skills in the context and transfer out vs. teach out of the context and transfer in

□ Start with Strength

- What can we already do and what do we need to do next?
vs. Where should we be and why aren't we there?

□ Responsive

- What competencies do we need to target?
 - As an individual
 - As a group as a whole

□ Continuums of Success

- What is our range?
 - Who needs the most support?
 - Who needs the most challenge?



Example: Math 8

Unit: Shape &
Space

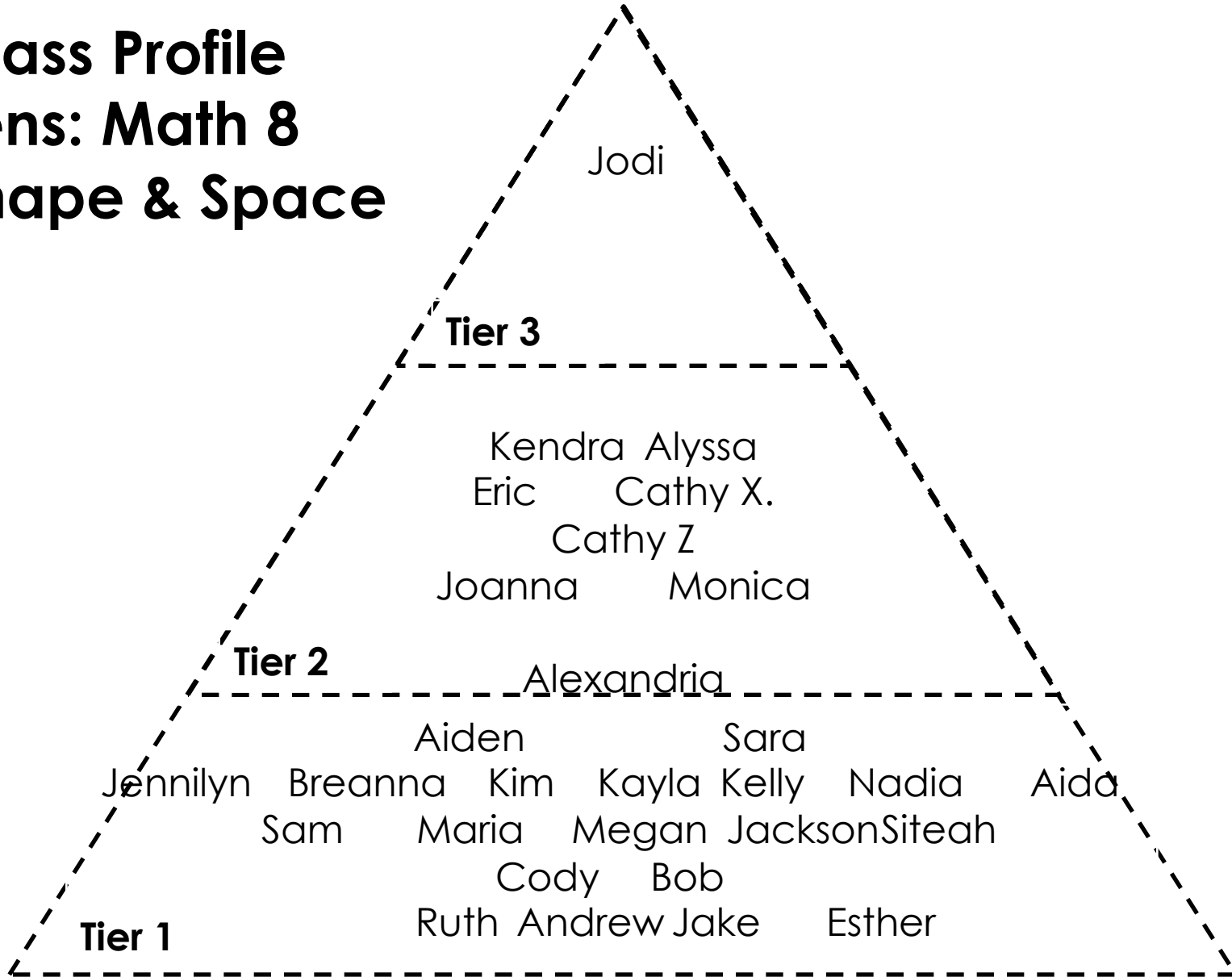
Goal for ALL:
2D/3D shapes,
math
vocabulary



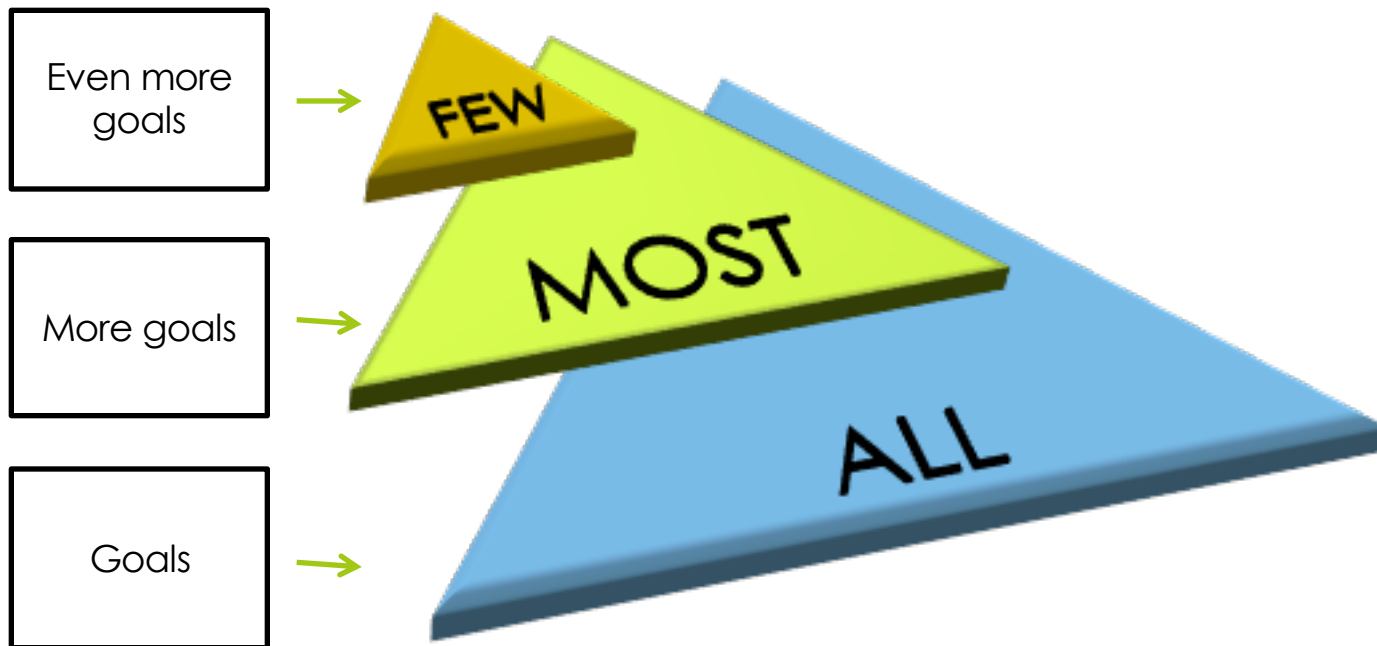
Class Profile

Lens: Math 8

Shape & Space

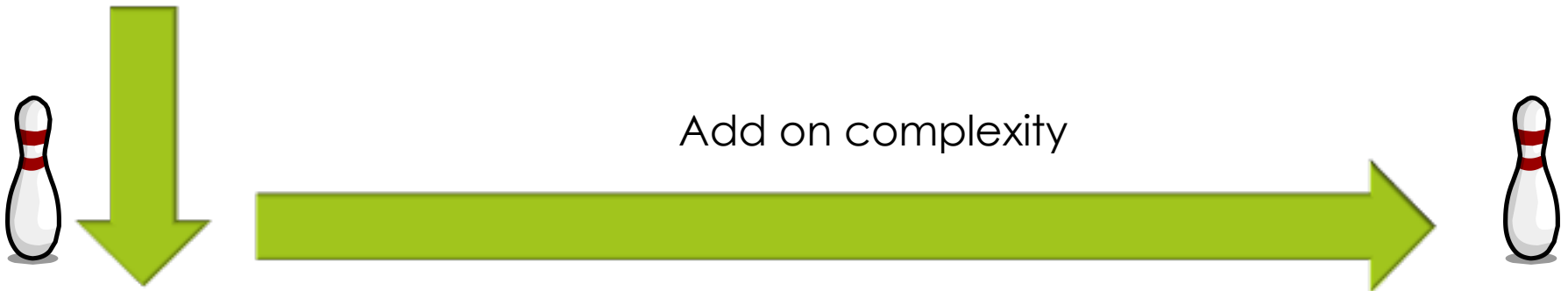


Start from access, build on challenge: Planning Pyramid



The lesson goal...

Start here



| Access | All | Some | Few |
|--|---|---|------------------------------|
| What are shapes? (square, rectangle, triangle, circle) | What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume? | What is triangular prism, face, surface area? | What is cylinder, base, net? |

The lesson – Start

Words I Know

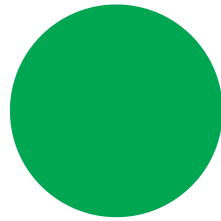
Words I Don't Know

Sort the pictures/words

rectangle



circle



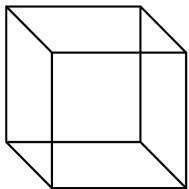
triangle



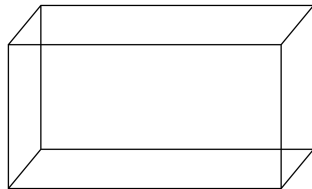
square



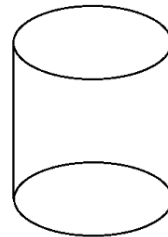
cube



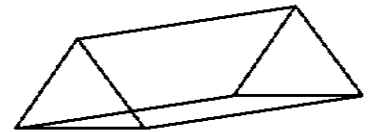
rectangular
prism



cylinder



triangular prism



face

surface area

base

net

width

height

area

volume

2D

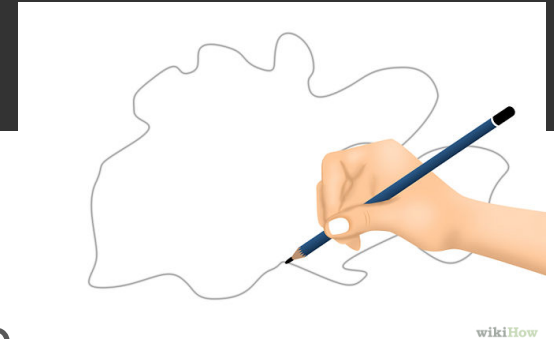
3D

prism

length

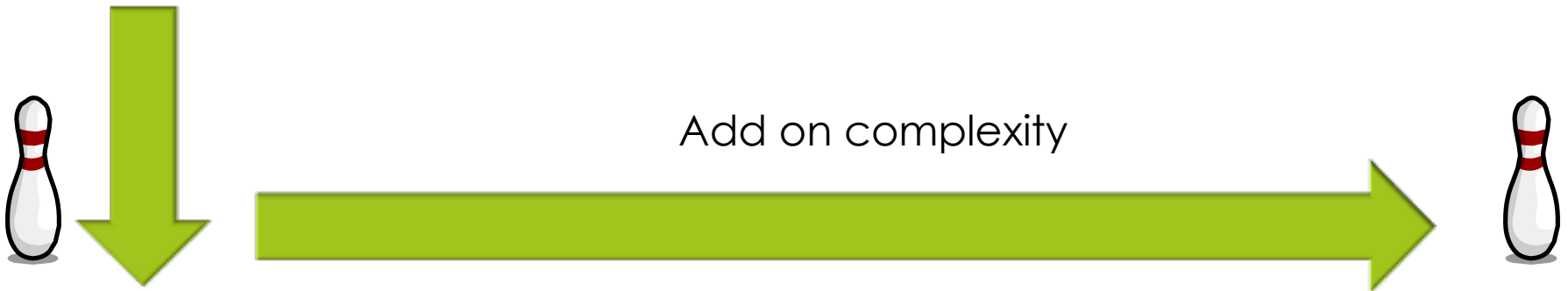
Draw it!

- The words you know
 - Show what the words means in Pictures
- The words you don't know
 - use text, internet, each other
 - show what the words mean in pictures



The lesson goal...

Start here



| Access | All | Some | Few |
|--|---|---|------------------------------|
| What are shapes? (square, rectangle, triangle, circle) | What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume? | What is triangular prism, face, surface area? | What is cylinder, base, net? |

The lesson goal...

Start here



Add on complexity




| Access | All | Some | Few |
|--|--|--|--|
| Build a 3D prism Draw a line with a ruler | Build a 3D prism with a volume of 24 units ³ Create a drawing of a 3D prism with a volume of 24 units ³ | Build a net for a prism with the volume of 24 units ³ | Determine the surface area for a 3D prism with the volume of 24 units ³ |


| | Lesson | Approaching (Access) | Meeting (All) | Fully Meeting (Most) | Exceeding (Few) |
|---------------------|-------------------|--|---|---|--|
| 2D/3D shapes | Vocabulary | - Can identify square, rectangle, triangle, circle | - Can identify and communicate using math vocabulary (2D, 3D, prism, rectangular prism, cube, length, width, height, surface area,) (fluency- 3 statements) | - Can identify and communicate using math vocabulary (triangular prism, faces, formula, base) (flexibility- different structures) | - Can identify and communicate using math vocabulary (cylinder, circumference, radius) (originality) |
| | Area | - Can sort 2D/3D shapes | - Understands the difference between 2D/3D - Can develop and apply formula for area of a square, rectangle | - Can identify faces of a shape - Can develop and apply formula for area of a triangle | - Can identify the base of a shape - Can develop and apply formula for area of a circle |
| Nets | Construct a net | - Can identify 3D shapes (cube, triangular prism, rectangular prism) | - Can draw and construct a net for a rectangular prism | - Can draw and construct a net of a triangular prism | - Can draw and construct a net of a cylinder |
| | Deconstruct a net | | - Can identify the base and faces of a rectangular prism with a net | - Can identify the base and faces of a triangular prism with a net | - Can identify base and faces of a rectangular and triangular prism from multiple perspectives |
| Surface Area | Rectangular prism | - Can identify 2D shape faces of a net | - Find surface area of a rectangular prism in one way in one way (concrete/pictorial/abstract) | - Find surface area of rectangular prism in two ways in one way (concrete/pictorial/abstract) | - Find surface area of composite prisms in all ways (concrete/pictorial/abstract) |
| | Triangular prism | | - Find surface area of a triangular prism in one way (concrete/pictorial/abstract) | - Find surface area of triangular prism in two ways (concrete/pictorial/abstract) | |
| | Cylinder | | - Find surface area of cylinder in one way (concrete/pictorial/abstract) | - Find surface area of cylinder in two ways (concrete/pictorial/abstract) | |

Building an Assessment Map!

| | | | | |
|---------------------------------|--------|------------------------|------|-----|
| Course/Subject/Grade(s): | | Planning Team: | | |
| Unit Big Idea: | | Unit Guiding Question: | | |
| Goals | Access | All | Most | Few |
| Content: | | | | |
| Curricular Competencies | | | | |
| | | | | |
| | | | | |
| | | | | |



Prior
knowledge



Grade Level Curriculum

Keep in mind...

“It is not about finding the answer...It is about finding out what is useful.”

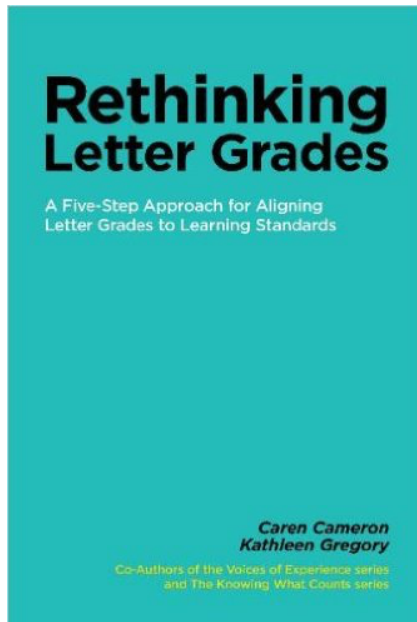
▣ Bruce Beirsto

One thing..

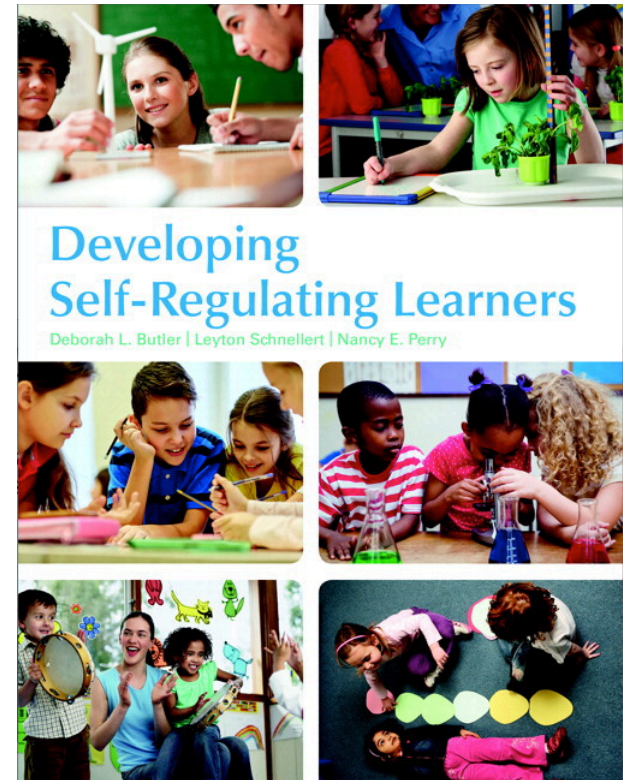
- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ What can you let go of?
- ▣ Who are your nuts!?

Recommended Resources

Butler, D. L., Schnellert, L., & Perry, N. E. (2016). *Developing self-regulating learners*. Don Mills, ON: Pearson.



Cameron, C & Gregory, K. (2014). *Rethinking Letter Grades*. Portage & Main: Winnepeg, MN.

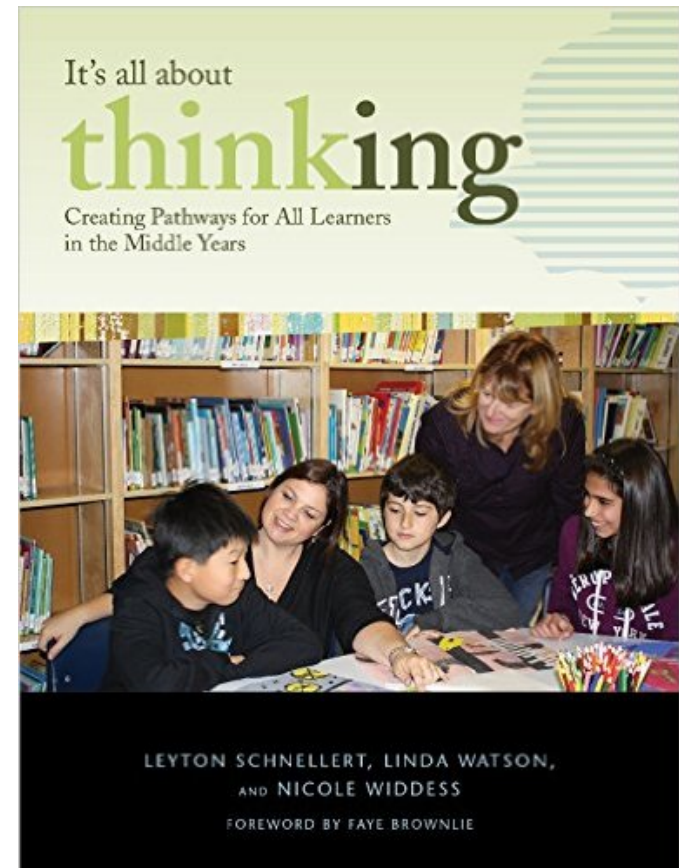


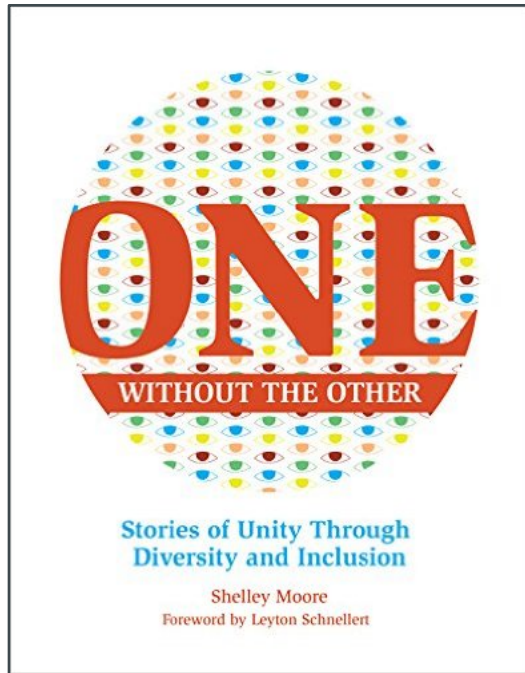
Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main. Chapter One.

Brownlie, F., Fullerton, C., & Schnellert, L. (2011). *It's all about thinking: Collaborating to support all learners in mathematics and science*. Portage and Main. Chapter One.

Brownlie, F., & Schnellert, L. (2009). *It's all about thinking: Collaborating to support all learners in social studies, English, & humanities*. Portage and Main. Chapter One.

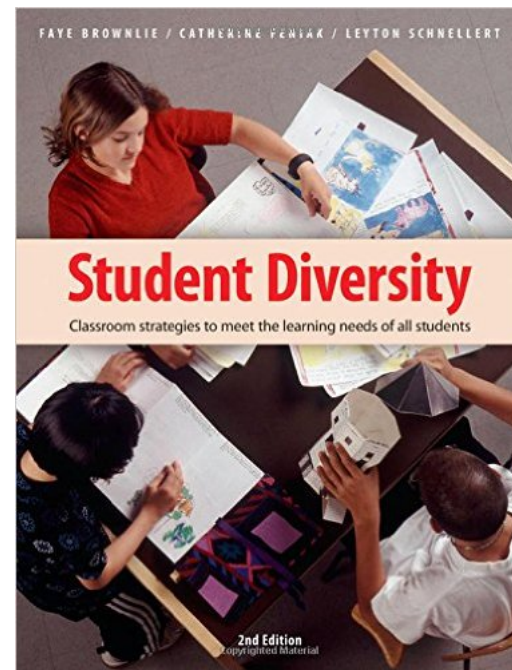
Schnellert, L., Dato, M., Ediger, K., & Panas, J. (2009). *Pulling together: Integrating inquiry, assessment, & instruction in today's English classroom*. Pembroke. Chapter One.





Moore, S. (2016). *One without the other: Stories of unity through diversity and inclusion*. Portage & Main.

Brownlie, F., Feniak, C., & L. Schnellert (2006). *Student diversity*. Pembroke.



New Edition this Fall!!!

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