



## BIG IDEAS: I understand ...

that disability is a social construct and identity	that social justice in education includes Disability justice	that environments need to change, not students	that both social and academic inclusion is important	the responsibility to include the voices of PwDs and their families
that there is variability in all learners	that inclusion relies on collaboration	how evidence-based planning frameworks, can support inclusive education	the impact of ableism historically and today	how teachers can be agents of change in creating inclusive classrooms

## Curricular Competencies: I can...

Students are expected to *do* the following:

- 1. Recognize historical legacies of the medical model towards disability by:**
  - 1.1 applying the social, medical models of disability to real life settings
  - 1.2 exploring the role of classroom environments including peers, teachers and other support adults in creating inclusive classrooms
- 2. Reflect and act on own and others' biases by:**
  - 2.1 engaging in critical reflection of classroom practices, structures, policies, and procedures
  - 2.2 reflect on teaching strategies and environments to identify and eliminate barriers and biases
  - 2.3 identify ableist and anti ableist practices in myself and others
- 3. Inclusively plan, enact, reflect on, and assess in ways that maintain the integrity of classroom and individual diversities by:**
  - 3.1 getting to know students in strength-based ways (student dimensions)
  - 3.2 applying inclusive frameworks to design classroom practices that respond to students' dimensions
  - 3.3 drawing from the social model to reduce barriers and determine flexible lesson supports (tools) and strategies (actions) informed by student dimensions
  - 3.4 assessing and evaluating equitably

## Content: I know...

Students are expected to *know* the following:

- A. Models of disability
- B. History of inclusive education in Canada
- C. Disability Justice
- D. Ableism in education
- E. Inclusive Education Frameworks and Practices
- F. Inclusive & Competency Based IEPs
- G. School-Based Teams