



<b>Writing Skills</b>		<b>Goal Area FA 6.12</b>	
<b>Communication Outcomes</b> Students will be able to communicate effectively with others using appropriate language and nonverbal cues. Students will be able to communicate effectively using appropriate language and nonverbal cues. Students will be able to communicate effectively using appropriate language and nonverbal cues.		<b>Level</b> Basic Intermediate Advanced	<b>Goal 1</b> Goal 2 Goal 3
<b>Student Skills</b> • Communicate effectively in writing • Write clearly • Communicate effectively in speaking • Write clearly		<b>Student Skills</b> • Communicate effectively in writing • Write clearly • Communicate effectively in speaking • Write clearly	
<b>Goal Area FA 6.13</b>		<b>Goal Area FA 6.15</b>	
<b>Math Operations</b>		<b>Goal Area FA 6.16</b>	
<b>Communication Outcomes</b> Students will be able to communicate effectively with others using appropriate language and nonverbal cues. Students will be able to communicate effectively with others using appropriate language and nonverbal cues. Students will be able to communicate effectively with others using appropriate language and nonverbal cues.		<b>Level</b> Basic Intermediate Advanced	<b>Goal 1</b> Goal 2 Goal 3
<b>Student Skills</b> • Communicate effectively in writing • Write clearly • Communicate effectively in speaking • Write clearly		<b>Student Skills</b> • Communicate effectively in writing • Write clearly • Communicate effectively in speaking • Write clearly	
<b>Goal Area FA 6.17</b>		<b>Goal Area FA 6.17</b>	
<b>Receptive Vocabulary</b>		<b>Goal Area FA 6.17</b>	
<b>Communication Outcomes</b> Students will be able to communicate effectively with others using appropriate language and nonverbal cues. Students will be able to communicate effectively with others using appropriate language and nonverbal cues. Students will be able to communicate effectively with others using appropriate language and nonverbal cues.		<b>Level</b> Basic Intermediate Advanced	<b>Goal 1</b> Goal 2 Goal 3
<b>Student Skills</b> • Communicate effectively in writing • Write clearly • Communicate effectively in speaking • Write clearly		<b>Student Skills</b> • Communicate effectively in writing • Write clearly • Communicate effectively in speaking • Write clearly	

# Basics2 Curriculum Framework For Students With Severe Disabilities

**N Noddings**



## **Basics2 Curriculum Framework For Students With Severe Disabilities:**

Basics2 ,2009      *Implementing Basics2 in Community Based Instruction* Allison Zlatnick (R.),2012 This paper highlights the need for and benefit from community based instruction CBI for individuals with moderate severe disabilities at the high school level Key researchers like Richter Test Uphold and Walker 2010 and Dymond and Kim 2010 focused on the statistical benefits of CBI and its effects on learning and transferring of skills Additionally Hughes 2008 shared the bleak post high school opportunities for students with more severe disabilities thus reaffirming the need for community based instruction Due to the lack of tangible hands on lesson designs special educators are often required to create their own materials based on district provided scope and sequences or state standards Through the use of consistent and coherent lesson designs this project provides detailed yet easy to follow lesson plans with the necessary resources and data collection sheets to be implemented in the classroom A variety of valuable community and vocational skills are addressed and aligned with the first two levels of the Basics2 curriculum Project implementation guidelines and recommendations detail project limitations and suggestions that allows for student development in the areas of community based and vocational skills allowing for greater overall independence and success once the student completes high school      **Curricula for Students with Severe**

**Disabilities** Phyllis Jones,2017-03-16 Students with severe disabilities comprise 2 percent of the population of learners who are impacted by intellectual communicative social emotional physical sensory and medical issues Increasingly however teachers are required to meet the challenges of creating a pedagogical balance between an individual student s strengths needs and preferences and core academic curricula The need to embrace the current initiative of curriculum state standards in the debate of curricula relevance breadth balance and depth for students with severe disabilities is not just timely it contributes to the evolving debate of what constitutes an appropriate curriculum for severely disabled learners Curricula for Students with Severe Disabilities supports the development of greater understandings of the role that state curriculum standards play in the pedagogical decision making for students with severe intellectual disabilities The book first discusses the nature and needs of these students the curriculum for this group of learners and the recent contributions of state curriculum standards before presenting narratives of real classrooms teachers and students who have meaningfully integrated state curriculum standards at the kindergarten elementary and high school levels      **Core Curriculum Content**

**Standards for Students with Severe Disabilities** ,2000      Curriculum Guide for Students with Moderate to Severe Disabilities California County Superintendents Educational Services Association,2005      **Resources in Education** ,1995

*Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Settings* Diane Lea Ryndak,Sandra K. Alper,1996 Focusing on key concepts and themes important to readers learning managerial accounting this text is part of a flexible learning system designed to enhance the understanding of managerial accounting It places equal importance on text and media It provides a brief focused look at managerial accounting that stresses what readers need to be future managers

not future accountants This learning system is comprised of a text CD and website that work together Impact Richard S. Neel, Felix F. Billingsley, 1989 *Standards Based Learning for Students with Disabilities* Allan A. Glatthorn, Marsha Craft-Tripp, 2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Resources in Education**, 1995 *Curriculum and Instruction for Students with Significant Disabilities in Inclusive Settings* Diane Lea Ryndak, Sandra K. Alper, 2003 This contributed volume written by scholars in the field provides readers with critical information regarding moderately to severely disabled students Curriculum and Instruction for Students with Significant Disabilities in Inclusive Settings offers a description of appropriate curriculum content for students with moderate or severe disabilities in inclusive settings and a process through which collaborative education teams can identify appropriate functional and general education curriculum content In addition instructional approaches that facilitate the infusion of instruction and curriculum for students with significant disabilities within general education contexts are discussed This book also provides background on inclusion for students with moderate or severe disabilities related to both legal considerations and research findings Developers of special education curriculum special education teachers school administrators **New Directions** Lesley Dee, Further Education Unit, London (GB), Great Britain. Further Education Unit, National Foundation for Educational Research, National Council for Educational Research (Great Britain), National Foundation for Educational Research in England and Wales (NFER), London (GB), 1988 Curriculum Guide for Students with Moderate to Severe Disabilities California County Superintendents Educational Services Association, 2010 *Accessing the General Curriculum* Victor Nolet, Margaret J. McLaughlin, 2000-09-21 This book presents a framework and strategies for all primary teachers in inclusive environments to understand the general curriculum design instruction that will allow ALL students to access and make progress in the general curriculum design measures that can be used to assess the progress of disabled students within the general curriculum and develop effective collaborative relationships between general and special education teachers The challenge of making the general curriculum accessible for all students requires a new way of thinking and problem solving Therefore this is not just a how to book it is a how to think book **The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities** University of the State of New York, 1998 Accessing the General Curriculum Victor Nolet, Margaret J. McLaughlin, 2005-06-01 Featuring updated strategies for fitting special education into frameworks created by standards and assessments this indispensable resource shows teachers how to achieve expected results with all students A Curriculum Guide for Students with Severe and Multiple Disabilities, 1985 *Skills for Living: a Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties* Further Education Curriculum Review and Development Unit, 1982 **The Home, School, Community Connection** Idaho. State Department of Education, 1990 **Thematics as Curriculum for Students with the Most Severe Disabilities** Marjorie S. Lowry, 2010

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