

Differentiated Curriculum

PROGRAM OPTIONS

miriam
SCHOOL and LEARNING CENTER

CHALLENGE: Students who are able to access learning at or above grade level.

| | |
|-----------------------------|---|
| Classroom Style | This classroom will look more like a traditional classroom with few interventions. Meaningful homework is assigned 3-4 days per week. Course work is designed for a successful college learning experience. |
| Skill Development | These skills will lead to successful experiences in college or post-secondary programs. The focus is on constructive responses, critical thinking, skills/analysis, and independent task-completion. Few or no students receive modified grading. |
| Post Secondary Plans | Plans for students taking primarily Challenge courses may include 2- or 4-year school or a trade. Accommodations and modifications are expected to be implemented and followed. |

CORE: Students who access learning at or near grade level.

| | |
|-----------------------------|---|
| Classroom Style | This classroom will look more like a traditional classroom with some targeted interventions per course. Meaningful homework is assigned 2-3 days per week. Course work is designed for a successful college learning experience. |
| Skill Development | These skills will lead to successful experiences in college or post-secondary programs. The focus is on constructive responses, critical thinking, skills/analysis, and independent task-completion. Some, grading may be modified. |
| Post Secondary Plans | Plans for students taking primarily Core classes may include Vocational Rehab services, 2- or 4-year school or a trade. Accommodations and modifications are expected to be implemented and followed. |

CONCEPTS: Students who access learning below grade level.

| | |
|-----------------------------|---|
| Classroom Style | This classroom is functional skills based and includes targeted interventions per course. Homework is assigned when in-class work is not completed. |
| Skills Development | These skills will lead to successful independent experiences (ex: counting money, self-care, etc). This tier focuses on the development of independent responses, task completion and living. Most grading is modified. |
| Post Secondary Plans | Plans for students taking primarily Concept classes may include Vocational Rehab services. Accommodations and modifications are expected to be implemented and followed. |