DE Introduction to Special Education Curricular Document

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DE Introduction to Special Education Course Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
LAUNCH Future Teachers Strand	One Semester
GRADE LEVEL	**DATE LAST REVIEWED**
11th and 12th grade Dual credit option- Course is adopted from the University of Wisconsin-Whitewater: SPECED 205 (3 credits)	NA (New course)
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
None	February 2026
PRIMARY RESOURCE	
Gargiulo, R.M., & Bouck, E.C. (2021). Special Education in Contemporary Society (7th edition). Los Angeles	

Desired Results

Course Description: This introductory course provides students with an overview of the characteristics and learning needs of individuals with cognitive disabilities, emotional or behavioral challenges, communication differences, sensory impairments, or physical or neurological conditions. Students will learn about the basic educational considerations, supports, and services related to these areas. The course will review key laws and long-standing practices that guide how schools support learners with different needs. Students will gain a foundational understanding of how instruction and classroom environments can be adapted to help all learners succeed. Throughout the course, students will reflect on their growing knowledge and develop practical skills for working with students with a wide range of abilities.

Intended Learning Outcomes: The Elmbrook School District is committed to educating and inspiring every student to think, to learn, and to succeed. Our programs are designed to support students as they develop the knowledge and skills needed for success in school, work, and community life. In alignment with guidance from the Wisconsin Department of Public Instruction and established professional standards, our coursework is informed by the core teaching standards outlined by the Interstate Teacher Assessment and Support Consortium (InTASC). InTASC serves as the framework for Wisconsin's teacher education and licensure system.

STANDARDS *(2011 inTASC Model Core Teaching Standards Used in the Course)*	ESSENTIAL QUESTIONS

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher understands individual learning differences and builds a classroom setting that supports every student in reaching high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Unit 1: Special Education: History, Law and Policy

- *How have historical perspectives on disability evolved, and how have these shifts influenced the laws and policies that govern modern special education?*
- *How can special education professionals utilize the analysis of education policy and research, while considering the historical, cultural, political, and social context of schools, to continuously ensure appropriate services for all learners with disabilities?*

Unit 2: Culture and Family

- *How can special education professionals adapt instruction, evaluation, and family collaboration to support the unique needs of students with exceptional learning abilities?*
- *How can a teacher's perspectives and assumptions affect the development of strong relationships with parents and the understanding of a student's abilities, strengths, and family support?*

Unit 3: A Study of Individuals with Exceptionalities

Intellectual Disabilities, Learning Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Emotional and Behavioral Disorders, and Autism Spectrum Disorder (ASD)

- *How do the specific definitions, characteristics, and etiologies of diverse disability categories influence a teacher's approach to accurately assessing a learner's cognitive, linguistic, social, emotional, and physical strengths and needs?*
- *How should educators use technology and effective teaching practices to meet the learning needs of students with exceptional abilities and work with families and colleagues to support their transition to adulthood?*

Unit 4: A Study of Individuals with Exceptionalities

Individuals with Speech and Language Impairments, Hearing Impairments, Visual Impairments, Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities

- *How do the specific definitions, characteristics, and etiologies of diverse disability categories influence a teacher's approach to accurately assessing a learner's cognitive, linguistic, social, emotional, and physical strengths and needs?*
- *How should educators use technology and effective teaching practices to meet the learning needs of students with exceptional abilities and work with families and colleagues to support their transition to adulthood?*

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

Course Standards, Learning Targets, Critical Dispositions & Performances		
Standard	**Learning Targets (Essential Knowledge)**	**Units**
Standard 1: Learner Development	1a. I can explain how students' cognitive, linguistic, social, emotional, and physical development affects their learning, and I can describe ways teachers use this information to support each learner's strengths and needs. 1b. I can explain how a student's language and culture influence their learning, and I can identify ways teachers adjust instruction so it is understandable, relevant, and appropriately challenging. 1c. I can describe how families, teachers, and other professionals work together to understand and support a student's development.	**Unit 2, 3, & 4**
Standard 2: Learning Differences	2a. I can identify different ways students approach learning and performing tasks, and I can explain how teachers use students' strengths to help them grow. 2b. I can describe the learning needs of students with disabilities and students who are gifted, and I can explain strategies and resources teachers use to support them. 2c. I can explain how students' abilities, experiences, and community backgrounds influence their learning, and how teachers incorporate this knowledge to keep students engaged.	**Unit 2, 3, & 4**
Standard 3: Learning Environments	3a. I can describe the different ways students communicate and explain how teachers adapt communication to ensure clarity and understanding. 3b. I can explain how technology can be used safely and effectively in learning and how teachers guide students to use it responsibly.	**Unit 2, 3 & 4**
Standard 4: Content Knowledge	4a. I can explain why academic language is important in each subject area and how teachers make that language accessible to students. 4b. I can describe how teachers connect new learning to students' prior knowledge and experiences to support understanding.	**Units 3 & 4**
Standard 5: Application of	5a. I can explain why flexible and creative learning environments help students explore ideas, make connections, and express their understanding across different subjects.	**Units 3 & 4**

Content		
Standard 6: Assessment	6a. I can describe different types and purposes of assessments and explain how teachers choose or adapt them to match learning goals, meet individual needs, and reduce bias. 6b. I can explain why teachers use multiple types of assessments to support, check, and document student learning. 6c. I can describe why some students need assessment accommodations and give examples of how testing conditions can be adjusted for learners with disabilities or language needs. 6d. I can explain why it is important for teachers to use assessment information ethically to understand student strengths and needs and to guide learning.	**Units 3 & 4**
Standard 7: Planning for Instruction	7a. I can explain how learning theory, child development, and individual differences influence how teachers plan instruction. 7b. I can describe how teachers plan instruction that responds to each student's strengths and needs. 7c. I can identify evidence-based instructional strategies, resources, and technologies and explain how teachers use them to meet diverse learning needs. 7d. I can explain how teachers collaborate with specialists—such as special educators or related service providers—to design learning experiences that support students with unique needs.	**Units 3 & 4**
Standard 8: Instructional Strategies	8a. I can describe how different forms of communication (oral, written, nonverbal, digital, and visual) help students express ideas, build relationships, and participate in learning. 8b. I can explain how teachers use a variety of human and technological resources to actively engage students in learning.	**Units 3 & 4**
Standard 9: Professional Learning and Ethical Practice	9a. I can reflect on how personal beliefs, experiences, and worldview influence the way people perceive and interact with others, including students. 9b. I can describe the laws that protect students' rights and outline teachers' responsibilities related to confidentiality, privacy, safety, and appropriate treatment of learners.	**Units 1 & 2**
Standard 10: Leadership and Collaboration	10a. I can explain how schools operate within historical, cultural, political, and social contexts and how teachers work with others to support student learning. 10b. I can describe how alignment between families, schools, and communities supports student learning and how gaps between these areas can create challenges.	**Units 1 & 2**

	10c. I can explain why collaboration among adults—both in-person and online—is essential and describe the skills needed for effective teamwork.	

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☐ Arts, A/V Technology & Communication ☐ Business Management & Administration ☐ Digital Technology ☑ Education & Training ☐ Finance	☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *Students may learn about*	Special Education Teacher Paraprofessionals Occupational Therapists Physical Therapists Visual Impaired Teacher School Psychologist School Social Worker Job Coaches Vocational Rehabilitation Counselor	Special Education Coordinator/Director Diagnostician Assistive Technology Coordinator Educational Policy Analyst MTSS Coordinator Lawyer Specializing in School Law School Nurse Consultant (Behavioral, Autism, etc.) Advocate
POSTSECONDARY EDUCATION & TRAINING OPTIONS	**INDUSTRY RECOGNIZED CREDENTIALS:** May include: ☑ State Youth Apprenticeship Program ☑ Early Childhood Education or Preschool Certification	**DUAL CREDIT OPPORTUNITIES** ☑ University of Wisconsin Whitewater **CAREER-BASED LEARNING OPPORTUNITIES** ☑ LAUNCH Future Teachers ☑ Field placements ☑ Guest speakers from relevant career fields

UNIT 1: Special Education: History, Law and Policy

This unit provides a foundational overview of special education, tracing its historical development and key conceptual perspectives. Students will explore the crucial policies, practices, and programs that govern the field, examining the legislative milestones that have established the rights and services for students with disabilities in the U.S. education system.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTIONS:

1. *How have historical perspectives on disability evolved, and how have these shifts influenced the laws and policies that govern modern special education?*
2. *How can special education professionals utilize the analysis of education policy and research, while considering the historical, cultural, political, and social context of schools, to continuously ensure appropriate services for all learners with disabilities?*

LEARNING TARGETS: *Students will know and be able to…*

Standard 9: Professional Learning & Ethical Practice

- 9a. I can reflect on how personal beliefs, experiences, and worldview influence the way people perceive and interact with others, including students.
- 9b. I can describe the laws that protect students' rights and outline teachers' responsibilities related to confidentiality, privacy, safety, and appropriate treatment of learners.

Standard 10: Leadership & Collaboration

- 10a. I can explain how schools operate within historical, cultural, political, and social contexts and how teachers work with others to support student learning.
- 10b. I can describe how alignment between families, schools, and communities supports student learning and how gaps between these areas can create challenges.
- 10c. I can explain why collaboration among adults—both in-person and online—is essential and describe the skills needed for effective teamwork.

Academic Vocabulary: exceptional children, disability, handicap, developmental delay, at risk, special education, related services, category, noncategorical, self-contained, collaboration, individualized education program (IEP), consultation, transdisciplinary team, cooperative teaching, universal design for learning (UDL), early intervention, early childhood special education, transition, transition services, individualized transition plan (ITP), IDEA (Individuals with Disabilities Education Act), Section 504 (Rehabilitation Act of 1973), ADA (Americans with Disabilities Act), FAPE (Free Appropriate Public Education), LRE (Least Restrictive Environment), IEP (Individualized Education Program), eligibility criteria, specially designed instruction, related services, accommodations vs. modifications, differentiation

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Assessment Options

May include, but are not limited to the following:

- Journal Writing - connected to learning targets and placement settings

- LAUNCH Summary Writing Rubric
- Discussions
- Peer Collaborator Training
- Special Education Career Panel (mix of careers from list above)
- Community Accessibility Project
- Site Visit & Interview: Community Connection
- Case Study Portfolio

UNIT 2: Culture and Family

Unit Description: This unit examines how differences in culture and language can affect students with exceptional learning needs and the support they receive. It also explores how a child's learning needs impact families and emphasizes building respectful, collaborative relationships between families and educators.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTIONS:

1. *How can special education professionals adapt instruction, evaluation, and family collaboration to support the unique needs of students with exceptional learning abilities?*
2. *How can a teacher's perspectives and assumptions affect the development of strong relationships with parents and the understanding of a student's abilities, strengths, and family support?*

LEARNING TARGETS *Students will know and be able to…*

Standard 1: Learner Development

- 1a. I can explain how students' cognitive, linguistic, social, emotional, and physical development affects their learning, and I can describe ways teachers use this information to support each learner's strengths and needs.
- 1b. I can explain how a student's language and culture influence their learning, and I can identify ways teachers adjust instruction so it is understandable, relevant, and appropriately challenging.
- 1c. I can describe how families, teachers, and other professionals work together to understand and support a student's development.

Standard 2: Learning Differences

- 2a. I can identify different ways students approach learning and performing tasks, and I can explain how teachers use students' strengths to help them grow.
- 2b. I can describe the learning needs of students with disabilities and students who are gifted, and I can explain strategies and resources teachers use to support them.
- 2c. I can explain how students' abilities, experiences, and community backgrounds influence their learning, and how teachers incorporate this knowledge to keep students engaged.

Standard 3: Learning Environments

- 3a. I can describe the different ways students communicate and explain how teachers adapt communication to ensure clarity and understanding.
- 3b. I can explain how technology can be used safely and effectively in learning and how teachers guide students to use it responsibly.

Standard 9: Professional Learning & Ethical Practice

- 9b. I can describe the laws that protect students' rights and outline teachers' responsibilities related to confidentiality, privacy, safety, and appropriate treatment of learners.

Standard 10: Leadership & Collaboration

- 10a. I can explain how schools operate within historical, cultural, political, and social contexts and how teachers work with others to support student learning.
- 10b. I can describe how alignment between families, schools, and communities supports student learning and how gaps between these areas can create challenges.
- 10c. I can explain why collaboration among adults—both in-person and online—is essential and describe the skills needed for effective teamwork.

Academic Vocabulary: *bilingual education, English learners, overrepresentation, underrepresentation, nondiscriminatory testing, family systems model, family characteristics, family interactions, cohesion, adaptability, family functions, family life cycle, respite care, active listening*

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Assessment Options

May include, but are not limited to the following:

- Journal Writing - connected to learning targets and placement settings
- LAUNCH Summary Writing Rubric
- Family-School Partnership Activity: IEP Meeting Simulation
- Guest Speaker/Panel: A Parent Perspective
- Case Study Portfolio

UNIT 3: A Study of Individuals with Exceptionalities

Intellectual Disabilities, Learning Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Emotional and Behavioral Disorders, and Autism Spectrum Disorder (ASD)

Unit Description: Unit 3 provides an in-depth exploration of a variety of disability categories, specifically Intellectual Disabilities, Learning Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Emotional and Behavioral Disorders, and Autism Spectrum Disorder (ASD). For each category, students will examine its definition, etiology, characteristics, and key issues related to assessment, prevalence, family concerns, and diversity. Additionally, students will learn to identify and assess the cognitive, linguistic, social, emotional, and physical development influences, using this information to plan instruction that builds on learner strengths and assets. A central focus is on assistive technology and other evidence-based instructional strategies used to provide accessible and challenging content while making necessary accommodations in assessment. The unit emphasizes the ethical responsibility to consider cultural and linguistic diversity, work collaboratively with families and colleagues, and utilize multiple communication forms to support successful transition to adulthood for individuals with these exceptional needs.

UNIT 3: DESIRED RESULTS

ESSENTIAL QUESTIONS:

1. *How do the specific definitions, characteristics, and etiologies of diverse disability categories influence a teacher's approach to accurately assessing a learner's cognitive, linguistic, social, emotional, and physical strengths and needs?*
2. *How should educators use technology and effective teaching practices to meet the learning needs of students with exceptional abilities and work with families and colleagues to support their transition to adulthood?*

LEARNING TARGETS *Students will know and be able to…*

Standard 1: Learner Development

- 1a. I can explain how students' cognitive, linguistic, social, emotional, and physical development affects their learning, and I can describe ways teachers use this information to support each learner's strengths and needs.
- 1b. I can explain how a student's language and culture influence their learning, and I can identify ways teachers adjust instruction so it is understandable, relevant, and appropriately challenging.
- 1c. I can describe how families, teachers, and other professionals work together to understand and support a student's development.

Standard 2: Learning Differences

- 2a. I can identify different ways students approach learning and performing tasks, and I can explain how teachers use students' strengths to help them grow.
- 2b. I can describe the learning needs of students with disabilities and students who are gifted, and I can explain strategies and resources teachers use to support them.
- 2c. I can explain how students' abilities, experiences, and community backgrounds influence their learning, and how teachers incorporate this knowledge to keep students engaged.

Standard 3: Learning Environments

- 3a. I can describe the different ways students communicate and explain how teachers adapt communication to ensure clarity and understanding.
- 3b. I can explain how technology can be used safely and effectively in learning and how teachers guide students to use it responsibly.

Standard 4: Content Knowledge

- 4a. I can explain why academic language is important in each subject area and how teachers make that language accessible to students.
- 4b. I can describe how teachers connect new learning to students' prior knowledge and experiences to support understanding.

Standard 5: Application of Content

- 5a. I can explain why flexible and creative learning environments help students explore ideas, make connections, and express their understanding across different subjects.

Standard 6: Assessment

- 6a. I can describe different types and purposes of assessments and explain how teachers choose or adapt them to match learning goals, meet individual needs, and reduce bias.
- 6b. I can explain why teachers use multiple types of assessments to support, check, and document student learning.
- 6c. I can describe why some students need assessment accommodations and give examples of how testing conditions can be adjusted for learners with disabilities or language needs.
- 6d. I can explain why it is important for teachers to use assessment information ethically to understand student strengths and needs and to guide learning.

Standard 7: Planning for Instruction

- 7a. I can explain how learning theory, child development, and individual differences influence how teachers plan instruction.
- 7b. I can describe how teachers plan instruction that responds to each student's strengths and needs.
- 7c. I can identify evidence-based instructional strategies, resources, and technologies and explain how teachers use them to meet diverse learning needs.
- 7d. I can explain how teachers collaborate with specialists—such as special educators or related service providers—to design learning experiences that support students with unique needs.

Standard 8: Instructional Strategies

- 8a. I can describe how different forms of communication (oral, written, nonverbal, digital, and visual) help students express ideas, build relationships, and participate in learning.
- 8b. I can explain how teachers use a variety of human and technological resources to actively engage students in learning.

Academic Vocabulary:

Assistive Technology: *educational technology, assistive technology device, assistive technology service, assistive technology specialist, augmentative and alternative communication (AAC), print disabilities, instructional technology, e-text, supported e-text, stigmatization,*

UNIT 4: A Study of Individuals with Exceptionalities

Individuals with Speech and Language Impairments, Hearing Impairments, Visual Impairments, Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities

Unit Description: Unit 4 provides an in-depth exploration of a variety of exceptionalities. Unit 4 covers Individuals with Speech and Language Impairments, Hearing Impairments, Visual Impairments, Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities. For each category, students will examine its definition, etiology, characteristics, and key issues related to assessment, prevalence, family concerns, and diversity. Additionally, students will learn to identify and assess the cognitive, linguistic, social, emotional, and physical development influences, using this information to plan instruction that builds on learner strengths and assets. A central focus is on assistive technology and other evidence-based instructional strategies used to provide accessible and challenging content while making necessary accommodations in assessment. The unit emphasizes the ethical responsibility to consider cultural and linguistic diversity, work collaboratively with families and colleagues, and utilize multiple communication forms to support successful transition to adulthood for individuals with these exceptional needs.

UNIT 4: DESIRED RESULTS

ESSENTIAL QUESTIONS:

1. *How do the specific definitions, characteristics, and etiologies of diverse disability categories influence a teacher's approach to accurately assessing a learner's cognitive, linguistic, social, emotional, and physical strengths and needs?*
2. *How should educators use technology and effective teaching practices to meet the learning needs of students with exceptional abilities and work with families and colleagues to support their transition to adulthood?*

LEARNING TARGETS *Students will know and be able to…*

Standard 1: Learner Development

- 1a. I can explain how students' cognitive, linguistic, social, emotional, and physical development affects their learning, and I can describe ways teachers use this information to support each learner's strengths and needs.
- 1b. I can explain how a student's language and culture influence their learning, and I can identify ways teachers adjust instruction so it is understandable, relevant, and appropriately challenging.
- 1c. I can describe how families, teachers, and other professionals work together to understand and support a student's development.

Standard 2: Learner Differences

- 2a. I can identify different ways students approach learning and performing tasks, and I can explain how teachers use students' strengths to help them grow.
- 2b. I can describe the learning needs of students with disabilities and students who are gifted, and I can explain strategies and resources teachers use to support them.

- 2c. I can explain how students' abilities, experiences, and community backgrounds influence their learning, and how teachers incorporate this knowledge to keep students engaged.

Standard 3: Learning Environments

- 3a. I can describe the different ways students communicate and explain how teachers adapt communication to ensure clarity and understanding.
- 3b. I can explain how technology can be used safely and effectively in learning and how teachers guide students to use it responsibly.

Standard 4: Content Knowledge

- 4a. I can explain why academic language is important in each subject area and how teachers make that language accessible to students.
- 4b. I can describe how teachers connect new learning to students' prior knowledge and experiences to support understanding.

Standard 5: Application of Content

- 5a. I can explain why flexible and creative learning environments help students explore ideas, make connections, and express their understanding across different subjects.

Standard 6: Assessment

- 6a. I can describe different types and purposes of assessments and explain how teachers choose or adapt them to match learning goals, meet individual needs, and reduce bias.
- 6b. I can explain why teachers use multiple types of assessments to support, check, and document student learning.
- 6c. I can describe why some students need assessment accommodations and give examples of how testing conditions can be adjusted for learners with disabilities or language needs.
- 6d. I can explain why it is important for teachers to use assessment information ethically to understand student strengths and needs and to guide learning.

Standard 7: Planning for Instruction

- 7a. I can explain how learning theory, child development, and individual differences influence how teachers plan instruction.
- 7b. I can describe how teachers plan instruction that responds to each student's strengths and needs.
- 7c. I can identify evidence-based instructional strategies, resources, and technologies and explain how teachers use them to meet diverse learning needs.
- 7d. I can explain how teachers collaborate with specialists—such as special educators or related service providers—to design learning experiences that support students with unique needs.

Standard 8: Instructional Strategies

- 8a. I can describe how different forms of communication (oral, written, nonverbal, digital, and visual) help students express ideas, build relationships, and participate in learning.
- 8b. I can explain how teachers use a variety of human and technological resources to actively engage students in learning.

Academic Vocabulary:

Individuals with Speech and Language Impairments: *speech, language, phonology, morphology, syntax, semantics, pragmatics, communication, articulation disorders, omissions, substitutions, additions, distortions, fluency disorders, stuttering, cluttering, developmental language delay, receptive language, receptive language, language sample, augmentative and alternative communication (AAC), speech-generating devices*

Hearing Impairments: *hearing impairment, hearing sensitivity loss, deaf, hard of hearing, audiologist, assistive listening devices, auditory trainer, FM system, sound field system, telecommunication device for the deaf*

Visual Impairments: *visual impairment, visual acuity, visual field, field loss, legally blind, functionally blind, low vision, Braille, photophobic, stereotypic behavior, functional vision, orientation & mobility (O&M)*

Physical Disabilities, Health Disabilities, and Related Disabilities: *low-incidence disability, orthopedic impairment, multiple disabilities, traumatic brian injury, other health impairment, deaf-blindness, CHARGE associationUsher syndrome, teratogens, neuromotor impairment, cerebral palsy, orthotics, Duchenne muscular dystrophy, limb deficiency, seizure, epilepsy, asthma, standard precautions, adaptations, specialized instructional strategies, word prediction program*

Gifted and Talented: *gifted and talented, off-level testing, differentiation, pre-assessment, curriculum compacting, flexible grouping, cluster grouping, tiered assignments, problem-based learning, acceleration, twice exceptional*

UNIT 4: ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Assessment Options

May include, but are not limited to the following:

- Journal Writing - connected to learning targets and placement settings
- LAUNCH Summary Writing Rubric
- Contemporary Book Study/Book Club: Related to a Disability Category
- Special Education Case Manager Shadow Day (K-12): A Day in the Life Reflection
- Case Study Portfolio
- Universal Design for Learning Challenge
- Mock Interviews