



## Curriculum

Curriculum refers to the lessons and academic content taught in a school. B.C.'s new curriculum "prepares students for the future [by being] student-centred and flexible and maintaining a focus on literacy and numeracy, while supporting deeper learning. These critical skills are the foundation of B.C.'s education system, and are a key component of developing and educated citizen"

<https://curriculum.gov.bc.ca/curriculum-info>

### REFLECT . . .

There are 8 Keys + a Master Key that impact learners with FASD. Are they in place in your curriculum?

- Structure
- Concrete
- Consistency
- Simplicity
- TRUSTING RELATIONSHIP
- Routine
- Repetition
- Specific
- Supervision

(adapted from Deb Evensen)

## Do you . . .

- Build repeated exposure to experiences that build capacity?
- Share your thinking/use metacognitive strategies?
- Use simple, clear, concise language?
- Provide additional support for activities or times of day that are difficult for the student?
- Help children identify their "window of tolerance" for classroom activities?
- Provide children with a visual template for tasks or sequence of directions?
- Provide checklists so student can monitor steps required?
- Provide clear transitions from one direct instruction to the next or from one activity to the next?
- Use instructor-made resources?
- Provide opportunities to access prior knowledge?
- Provide opportunities to acquire (surface) knowledge?
- Provide opportunities to consolidate learning?
  - Time
  - Repetition
  - Practice
  - Rehearsal
  - Feedback
  - Frequent concrete review
- Provide opportunities to deepen learning?
  - Do they have the background knowledge?
  - Are you building on strengths?
  - Group work
  - Bite-sized chunks
- Multiple ways/multiple times/multiple settings
- Teach similarities/differences in activities
- Provide opportunity to apply knowledge
- Share examples, discuss
- Use concept maps to show relationships
- Use visuals?
- Understand students' current level of performance?
- Understand students' expected level of performance?
- Understand the actions you (the educator) need to take to close the gap?
- Ensure students understand learning intentions and success criteria
  - what am I learning today?
  - Why am I learning this?
  - How will I know I have learned it?
- Use collaborative expertise?
- Display student work (specific visual display areas)
- Use and teach to T-charts, anchor charts, graphic organizers to share steps and examples?
- Utilize learner strengths?
- Chunk assignments?
- Ensure learner feels comfortable asking for help?
- Keep instruction short and Interesting?
- Use hands-on experiential activities?
- Highlight key points?
- Use the LEIC tool ([ww.fasdoutreach.ca](http://www.fasdoutreach.ca))