

A group of four diverse students are gathered around a table in a library, looking at a laptop and papers. The background is filled with bookshelves. The image has a semi-transparent orange overlay on the left side.

Competency Based IEPs

Module 5: Curricular Competency Goals, Objectives & Strategies

FISA

2 Types of Goals

1. Core Competencies

- Intellectual, personal and social/emotional proficiencies
- Apply to all areas
- All students have these goals

2. Curricular Competencies

- Knowledge, concepts, skills in each course by grade
- Supplemental or Replacement



Supplemental Curricular Competency Goals

Supplemental Curriculum is additional to what the student learns in relation to peers.

- The curricular competencies are taken from a grade level course
- Content is adjusted for access to the curriculum
- Based on student need and designation
- Emphasis is particularly on literacy and numeracy
- **For students:**
 1. With targeted interventions to support learning disabilities and service in literacy & numeracy
 2. With significant adjustments to their curriculum
 3. On the Dogwood Graduation Program needing supplemental curriculum and supports
 4. On the Evergreen Graduation Program but with some regular electives

3 Parts to the BC Curriculum

Big Ideas (Understand)	Content (Know)	Curricular Competencies (Do)
<p>The big ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "understand" component of the know-do-understand model of learning.</p> <p>The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.</p>	<p>The content learning standards — the "Know" of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.</p>	<p>The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the "do" in the know-do-understand model of learning. While curricular competencies are more subject-specific, they are connected to the core competencies.</p>



BIG IDEAS

Language and text can be a source of creativity and joy.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Texts can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas from a variety of sources and from prior knowledge to build understanding • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text • Synthesize ideas from a variety of sources to build understanding • Consider different purposes, audiences, and perspectives in exploring texts • Apply a variety of thinking skills to gain meaning from texts • Identify how differences in context, perspectives, and voice influence meaning in texts • Explain the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world • Respond to text in personal and creative ways • Recognize how literary elements, techniques, and devices enhance meaning in texts • Show an increasing understanding of the role of organization in meaning • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts • Identify how story in First Peoples cultures connects people to land 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • perspective/point of view <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • sentence structure and grammar • conventions

Curricular Competency Goal – Example 1

Supplemental Goal for English Language Arts 5

Big Idea: Using Language in creative and playful ways helps us understand how language works.

Goal: I can use a variety of comprehension strategies before, during and after reading, listening or viewing to deepen understanding of text

Objective: By using a variety of strategies to identify unfamiliar words in instructional level texts including segmenting words, looking at words before and after, and looking at pictures for context clues

Strategies:

- LSS teacher provide texts at the instructional reading level
- LSS & class teacher provide instruction in segmenting words
- LSS & Class teacher & EA use visuals to prompt strategies
- Students use Lexia Reading for individual practice

Curricular Competency Goal – Example 1

Supplemental Goal for English Language Arts 5

Method of measurement:

- Running reading records
- Observation log
- Recording of student reading

Current Level of Performance

When Riley comes across unfamiliar words in texts, he often uses the beginning and ending sounds in the word to help guess the word and rarely uses context clues. He enjoys playing phonics games to blend and segment 3 letter words. Riley shows greater ease of using strategies when reading books about vehicles and dangerous animals.

Supplemental Curricular Competency Goals & Objectives

When creating Supplemental Curricular Competency Goals & Objectives ask:

What is the 'in addition to' instruction that the student needs in order to be supported in closing the gap between their current achievement level and the achievement level expected at their grade level by age?

Area of Learning English Language Arts (grades 1-3)	Big Idea Playing with language helps us to discover how language works (grades 1 + 2) Using language in creative and playful ways helps us understand how language works (grade 3)	<p>Select ONE overarching BIG IDEA and ONE Curricular Competency/Content from GRADE LEVEL student is enrolled in.</p> <p>*make NO changes to the statements*</p> <p>At Secondary: These come from the COURSE LEVEL not grade level (i.e. from Science 10 even if student is in grade 11 or 12 by age)</p>
Type of Goal: <u>Supplemental</u> Replacement	Teacher Responsible: Mr. Black	
Goal (Curricular Competency): I can read fluently at grade level		<p>Instructional Strategies are what the SUPPORT TEAM will do (teaching / instruction / guidance) to support the student in exploring and developing the objective(s) – use VERBS</p> <p><u>Specific resources to be utilized can be listed here</u> as well <u>i.e.</u> Lexia, Words Their Way or Manipulatives: 10 frames, Base 10 Blocks, Number line, Multiplication table</p> <p><u>Supports may also be listed here as well as under SUPPORTS (universal/essential) if the student needs to be taught how to use them – i.e.</u> text-to-speech (reader), voice-to-text (scribe)</p>
Objective (curricular content to access the goal)	Instructional Strategies	
by using a variety of strategies to identify unknown words quickly (look for root words, prefixes, and suffixes in big words, read ahead for clues as to the unknown word, look at words on either side of the unknown word)	<ul style="list-style-type: none"> direct instruction and practice using reading strategies with instructional text through guided reading direct instruction of root words, pre-fixes and suffixes using Words Their Way use visual(s) to prompt strategies 	
by using strategies to decode words I don't know	<ul style="list-style-type: none"> direct instruction of prefixes, roots and suffixes teach the tapping technique for segmenting words use phonemic games (i.e. 'Remove-a-part') use Lexia for individualized practice 	
by increasing the number of <u>words</u> I can read quickly and accurately	<ul style="list-style-type: none"> repeated readings of text at _____'s independent reading level provide opportunities to read aloud: echo and choral reading 	
<p>Objectives describe what the STUDENT will do</p> <p>Crafted to represent the CONTENT the student is using to explore the goal area. Write with specifics rather than as a general statement. <u>Ask</u>: is the objective(s) observable and measurable (what can be seen, heard)?</p> <p>Students are considered <u>significantly adjusted</u> if the <u>majority of the content</u> they are working on is over 2 years below their grade level by age</p>		

What Information Goes Where on the CB IEP

Curricular Competency Goals Requires Collaboration with the Classroom Teacher	
Area of Learning: English Language Arts Grade 3	Type of Goal (Supplemental OR Replacement) Supplemental goals are in addition to the goals of the subject area Replacement are instead of the grade level curriculum for students in an Evergreen Program
Big Idea: Taken from the subject area curriculum Using language in creative and playful ways helps us understand how language works.	Curricular Goal: Taken from the Curricular Competencies of the subject area. Refer to the Supplemental or Replacement Curricular Reference tools to assist with writing curricular goals. Sample goals: 1. I can use Developmentally appropriate reading, listening, and viewing strategies to make meaning. 2. I can identify familiar and sight words
Objectives: Create 1-3 objectives for each goal. Refer to the Supplemental or Replacement Curricular Reference tools to assist with developing specific and measurable objectives (qualitative or quantitative). The teacher and case manager collaborate to identify curricular goal areas being worked on in class units/subject areas. Sample Objectives: To match Goal #1 above 1. By using reading strategies before, during and after reading using my reading strategy chart during small group reading. To match Goal #2 above 1. By reading Dolch words independently with 100% accuracy. <u>Method of Measurement:</u> Weekly observation log, daily tracking of strategy use, student/teacher interviews. <u>Current Level of Performance:</u> Reading Strategies Riley can read aloud texts at his instructional reading level with a fluency of 25 words/minute. He tries to sound out words he doesn't know but often replaces them with nonsense words. He can answer one question orally about something he has read. Sight words Riley can read 15 sight words from the Dolch word list #1 with 100% accuracy. Record progress at least each reporting period	Strategies: Include information such as who is responsible to implement the strategy, the instructional strategies used by the adults, the most important adaptations, and the key resources used. Sample Strategies: To match reading strategy objective: <ul style="list-style-type: none"> Learning support teacher supports the student in a small group during reading. The reading strategies are explicitly taught and the LST uses pre-reminders and supports the student use of the strategies. To match Dolch word reading objective: <ul style="list-style-type: none"> Teacher will teach effective ways of learning new sight words to the class. EA will support the student in learning, practicing and assessing sight word learning Teacher will reinforce the practice of sight word learning through the use of a word wall, word walks and other strategies in the classroom. Parent will practice sight word reading with the student daily at home using flashcards and reading familiar text with these sight words.

Replacement Curricular Competency Goals

Replacement Curriculum changes what a student learns in relation to peers.

- Goals can be written for literacy, numeracy or specific electives such as an arts education course
- Goals derived from grade level curriculum with objectives that replace grade level with individual content student is working to develop
- Requires consultation with and approval from the family

For Students:

- With an intellectual disability that does not allow them to access the regular curriculum
- Working towards school completion (Evergreen Certificate) and are usually in grades 10-12, but sometimes in earlier grades.

Curricular Competency Goal – Example 2

Replacement Goal for Composition 10

Big Idea: The exploration of text & story deepens our understanding of others & the world.

Goal: I can use the conventions of Canadian spelling and grammar.

Objective: By writing 4-sentence descriptions of an event using a graphic organizer.

Strategies:

- EA teach & support planning of oral retelling of events using a graphic organizer.
- Teacher & EA provide instruction and support in using an editing rubric.
- Teach use of spellchecker

Method of Measuring: Samples of student work, recording of student retelling, editing checklist

Current Level of Performance: Melanie can write 2 sentences about an event she has experienced or observed. She can reread to edit for spelling of familiar words. Melanie types a few sentences from a written model & can use spellcheck with support.

Curricular
Competency
Goal –
Example 3

Replacement Goal for Science 9

Big Idea: The electron arrangement of atoms impacts their chemical nature.

Goal: I can make observations about the natural world.

Objective: By verbally describing what I am observing (seeing, smelling, hearing) during lab experiments.

Strategies:

- Teach the use of audio recording device during labs.
- Prompting from teacher and classmates as needed.
- Teacher check-ins regarding progress.

Method of Measuring: Observation log, audio recording of student observations during labs

Current Level of Performance: Trevor often struggles to keep focused during lab experiments and may miss observations.

Curricular Competency Goals in the CB IEP Word Template

Student Name, Year

Curricular Goals				
I can (GOAL) by doing (OBJECTIVE) by using (STRATEGY)				
Learning/ Subject Area		Type of Goal	Choose an item.	Teacher Responsible
Big Idea				
Learning Standard IEP Goal 1				
Current Level of Performance				
Objectives		Instructional Strategies		Method of Measuring Progress
1A				Choose an item.
1B				Choose an item.

Curricular Goals				
I can (GOAL) by doing (OBJECTIVE) by using (STRATEGY)				
Learning/ Subject Area		Type of Goal	Choose an item.	Teacher Responsible
Big Idea				
Learning Standard IEP Goal 2				
Current Level of Performance				
Objectives		Instructional Strategies		Method of Measuring Progress
2A				Choose an item.
2B				Choose an item.

Curricular Goals				
I can (GOAL) by doing (OBJECTIVE) by using (STRATEGY)				
Learning/ Subject Area		Type of Goal	Choose an item.	Teacher Responsible
Big Idea				
Learning Standard IEP Goal 3				
Current Level of Performance				
Objectives		Instructional Strategies		Method of Measuring Progress
3A				Choose an item.
3B				Choose an item.

Replacement Curricular Competency Goals for Grades 10-12

Writing Replacement Curricular Competency Goals for Students in Grades 10-12 on the Evergreen Certificate

Replacement Curriculum is meant for students who have a documented intellectual disability that does not allow them to access regular curriculum in all subject areas

Students on the Evergreen Certificate school completion pathway might be enrolled in:

- Courses where they are able to engage with the regular course curriculum (curricular competency and *majority* of content) with supports and for which they will be marked accordingly and receive course credit > Curricular competency goals are not required for these courses; **AND**
- Courses where they are NOT able to engage with the regular course curriculum (curricular competency and content) even with supports in place. For these courses, replacement curriculum goals must be included on the student's IEP to document what skills are being explored and developed.

There are two ways goals can be written for replacement curriculum:

Through the lens of overarching skills that transcend all areas – i.e., Literacy and Numeracy, **OR** by specific course (i.e., elective courses)

In either case, **the Big Idea and Curricular Competency must be selected from the grade/course the student is enrolled in.**

The **content can be adjusted to provide an access point(s)** for the student to be able to explore and develop the competency.

To select a goal for an individual student, ask: **What specific skill do you want the student to be able to explore and develop?**

Once you have the skill in mind, it can be helpful to work backwards:

- (1) Narrow down skill(s) to be developed > Objective(s)
- (2) Decide if the skill fits more under literacy, numeracy, or a specific course:
 - If **literacy** > choose BIG IDEA from Literacy 10-12 curated selections*
 - If **numeracy** > choose BIG IDEA from Numeracy 10-12 curated selection*
 - If **specific course** > consult [BC MoE Curriculum website](#) > choose BIG IDEA from specific course student is enrolled in

> Ensure your choice is by grade/course the student is enrolled in
- (3) Select one Curricular Competency Learning Standard statement from the grade/course that the skill to be developed BEST fits under (as for Big Idea, you can choose an overarching goal statement from the curated Literacy, Numeracy or CLE-CLC-WE selections, or choose your own from the BC Ministry of Education Curriculum website)