



## General Curriculum Planning

### Citation:

Kameenui, E. J. & Carnine, D. W. (1998). *Effective Teaching Strategies that Accommodate Diverse Learners*. Upper Saddle River, NJ: Prentice Hall.

### Abstract:

This book described the features of high-quality educational tools and provided examples as they apply to subject area instruction (i.e., reading, writing, mathematics, science, and social studies).

### Key Points:

- “Features of high-quality educational tools”
  - 1) “Big ideas” (i.e., major concepts)
  - 2) “Conspicuous strategies” (e.g., using visual maps, etc.)
  - 3) “Mediated scaffolding” (e.g., teacher verbal assistance, demonstrations, etc.)
  - 4) “Strategic integration”, (i.e., incorporation of new learning into existing framework, and new learning providing a framework for subsequent learning)
  - 5) “Primed background knowledge” (i.e., prerequisite knowledge)
  - 6) “Judicious review” (It must be “sufficient, distributed, varied, and cumulative”)
- The six features have been frequently cited in other works.

\* While the focus of this article is on students with mild disabilities, it can be useful for teachers of students with the most severe cognitive disabilities:

- Prioritizing concepts that will be taught,
- Selecting instructional strategies,
- Choosing the appropriate level of support,
- Considering the level of background knowledge that will be necessary and building new knowledge on previously acquired ones, and
- Continuing to probe for generalization and maintenance.