



General Curriculum Planning

Citation:

Wolfe, P.S. & Kubina, R.M. (2004). Functional academics. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary, middle, and secondary age students with special needs* (2nd ed., pp. 95-112). Austin: Pro-ed.

Abstract:

Described how functional academic skills can be taught by examining the cases of three students with moderate/severe cognitive and physical challenges. Explained the process of developing a functional academic curriculum, creating a matrix to identify activities through which functional academic skills required in adult life domains can be taught, identifying IEP objectives related to functional academics, selecting the instructional methods, implementing instructional plans, and assessing student learning.

Key Points:

- Curriculum development is accomplished by identifying the following:
 - a) adult domains (employment/education, home/family, leisure, community, emotional/physical health, and personal responsibility/relationships),
 - b) subdomains,
 - c) major life demands or activities,
 - d) specific life skills, and
 - e) plans for instruction.

- Create a matrix to determine when/where instruction should occur (e.g., math).
 - Employment--calculate total earning given hourly rate and number of hours worked.
 - Home/family--determine the amount of a household item given a coupon.
 - Leisure--calculate the cost of going to the movies.
 - Community--compute tax for a given video game.
 - Health--compare the costs of different bandages.
 - Relationships--calculate the cost of purchasing a snack with a friend.

- Write IEP objectives.

- Select instructional method based on individual needs.

- Implement.

- Assess student learning using rating scales, portfolio, curriculum-based assessment, precision teaching, ecological inventories.