

OPTION ONE: Questions to guide our thinking when creating universally-designed curriculum . . .

What **Common Core Learning Standard** for this grade is being addressed?

CONCEPTS TO CONSIDER

What concepts does the student need to know --so that they will be able to complete the task/unit successfully?

How will I prepare students who have not yet mastered these concepts --so that they will be able to complete the task/unit successfully?

What concepts will the student learn after the completion of task/unit?

SKILLS TO CONSIDER

What prerequisite skills does the student need to have mastered --so that they will be able to complete the task/unit successfully?

How will I prepare students who have not yet mastered these skills --so that they will be able to complete the task/unit successfully?

What new skills will the students have mastered upon completion of the task/unit?

PROVIDE MULTIPLE MEANS OF REPRESENTATION

How am I going to ensure that key information is equally perceptible by **all** students --so that they will be able to complete the task/unit successfully?

How am I going to ensure accessibility, clarity, and comprehensibility for **all** students--so that they will be able to complete the task/unit successfully?

How am I going to provide the necessary scaffolds to ensure that **all** students have access to knowledge and can assimilate new information--so that they will be able to complete the task/unit successfully?

PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION

Have materials been provided with which all students can interact, navigate, and express what they know--so that they will be able to complete the task/unit successfully?

Have I provided alternative modalities for expression, to level the playing field and to allow all students the opportunity to express knowledge, ideas, and concepts in the learning environment--so that they will be able to complete the task/unit successfully?

How have I provided necessary strategies and scaffolds for students to be more plan-full and strategic --so that they will be able to complete the task/unit successfully?

PROVIDE MULTIPLE MEANS OF ENGAGEMENT

Have I provided alternative ways to recruit student interest, ways that reflect inter- and intra- individual differences among students--so that they will be able to complete the task/unit successfully?

Have I provided options for students who differ in motivation and self-regulation skills --so that they will be able to complete the task/unit successfully?

Have I provided alternatives to support students with different aptitudes and prior experience to effectively manage their own engagement and affect --so that they will be able to complete the task/unit successfully?

PROVIDE CONCRETE EXAMPLES FOR TEACHERS TO VIEW

Wherever possible, have I provided teachers with authentic examples of models, scaffolds, and strategies?