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Nota di contenuto	Cover; Contents; Acknowledgments; About the Authors; Introduction; Chapter 1 - Access to the General Education Curriculum: Why It is More Important Than Ever Before; IDEA and Access to the General Education Curriculum; The No Child Left behind Act; The Components of Standards-Driven Reform; The Link between Standards and Curriculum; Dissecting the Standards; Differentiating between Content and Achievement Standards; Standards and Curriculum; Standards and Students with Disabilities; A New Way to Think about Special Education; Challenges for Special and General Education Teachers Chapter 2 - The Nature of Curriculum Multiple Types of Curriculum; The Intended Curriculum; The Taught Curriculum; The Learned Curriculum; The Core Elements of Curriculum; What is the Purpose of Curriculum?; Curriculum as a Map for Teachers; Immediacy; Specificity; Curriculum Involves a Domain; Specifying the Domain; Curriculum and Time; Allocated Time; Curriculum Sequence; Decisions about Time; Finding the General Education Curriculum; Purpose, Domain, and Time; The Present; Looking Ahead and Looking Back; Conclusion; Chapter 3 - The

## Learning-Teaching Connection

Learning Research and Implications for Teaching Help Students Develop Meaningful Patterns of Information; Creating Experts; Teach to Improve Your Students' Memories; Help Students Attend to What You Want Them to Learn; Make Effective Use of Practice; Make Effective Use of Scaffolding; Help Students Manage Their Own Learning; Rehearsal; Elaboration; Organization; Comprehension Monitoring; Affect; Teach for Transfer and Generalization; The Learning-Teaching Connection; Chapter 4 - Assessment That Supports Access to the General Education Curriculum; Assessment and Decision Making

What Will Typical Students be Expected to Do During the Time Frame Addressed by the IEP? What is the Student's Present Level of Academic Achievement and Functional Performance in the General Education Curriculum?; In What Ways is the Student's Disability Impacting Academic Achievement and Functional Performance in the General Education Curriculum?; Is the Student Making Progress in the General Education Curriculum?; Norm-Referenced Decisions; Criterion-Referenced Decisions; Individual-Referenced Decision Making; Chapter 5 - Curriculum Access and the Individualized Education Program A Continuum of Curriculum Access Universal Design for Learning and Access to the General Education Curriculum; Multiple Means of Representation; Teaching Presentations; Instructional Materials; Multiple Means of Expression; Presentation and Graphics Software; Oral Presentation; Models and Manipulatives; Flexible Means of Engagement; Accommodations; Alternative Acquisition Modes; Content Enhancements; Alternative Response Modes; Modifications; Teaching Less Content; Teaching Different Content; Individualized Curriculum Goals; Accommodations, Modifications, and Assessment Special Education and Related Services

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### Sommario/riassunto

This text presents a framework and strategies to help teachers and administrators to make the general curriculum accessible to all students. It includes design measures that can assist in assessing the progress of disabled students.

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