

# **Alignment of the Iowa Core Essential Concepts and Skill Sets with the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing**

The Iowa Core identifies essential skills and concepts for all students K-12. This curriculum is aligned with the statewide core content standards. All students with a hearing loss participate in the core curriculum. Any degree of hearing loss, with or without amplification or cochlear implants, adds a dimension to learning that often requires explicit teaching in areas not covered by the core curriculum and in areas that most students acquire through incidental learning.

Students with disabilities have the same curriculum as students without disabilities. In Iowa, children from birth up to age 3 years who have a hearing loss are eligible to receive special education services through an Individual Family Service Plan (IFSP). Students from 3-21 years who have a disability and have a documented need for special education services are an 'eligible individual' and receive Individual Educational Plan (IEP) services.

In addition to the Iowa Core Curriculum, students who are deaf or hard of hearing have specialized needs for skills and concepts that are not covered in this general education curriculum. This document aligns the essential concepts and skills sets of the Iowa Core Curriculum with the areas and skills of the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing. The eight content areas that are either not taught or require specific and direct teaching are: Family Education, Communication, Audiology, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, Career Education, and Technology.

The Iowa State Board of Education voted 6-0 on July 29, 2010 to adopt the Common Core State Standards as part of the Iowa Core. The standards cover the areas of English language arts and mathematics only. With this adoption, the literacy and math sections of the Iowa Core will be adjusted to include Common Core. Once that is completed, this document will be updated.

Below, the identified skills and concepts of the Iowa Core Curriculum (page 2) and the 21<sup>st</sup> Century Skills (page 4) are aligned with the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing. The skills are grouped into four levels: Primary (K-2), Intermediate (3-5), Middle School (6-8) and High School (9-12).

**Iowa Core Literacy Essential Skills and Concepts**  
**Levels: Primary (P), Intermediate (I), Middle School (M), High School (H)**

<b>Reading</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Demonstrates an understanding of written language and the relationship of letters and words to the sounds of speech (P)	Functional Skills for Educational Success Communication	Concept Development Expressive & Receptive Communication
Uses multiple decoding strategies to accurately read words in text (P, I)	Functional Skills for Educational Success	Concept Development
Independently reads a significant number of books and text each year. This includes reading both fiction and nonfiction in a variety of genres (P, I, M, H)	Functional Skills for Educational Success	Concept Development
Reads for a variety of purposes and across content areas (P, I, M, H)	Functional Skills for Educational Success	Concept Development Comprehension Study & Organization Skills
Uses a variety of skills and strategies to comprehend non-fiction and informational text (P, I, M, H)	Functional Skills for Educational Success	Comprehension Study & Organization Skills
Uses a variety of strategies and skills to comprehend and interpret fiction (P, I, M) or Uses a variety of strategies and skills to comprehend and interpret complex literature (H)	Functional Skills for Educational Success	Comprehension Study & Organization Skills
Reads with fluency silently and aloud to support comprehension (P, I, M, H)	Functional Skills for Educational Success	Comprehension
Uses a variety of strategies to develop and expand reading vocabulary (P, I, M) or Uses variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading and literacy text (H)	Functional Skills for Educational Success	Comprehension, Study & Organization Skills

<b>Writing</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill Area</b>
Uses an effective writing process (P, I, M, H)		
Uses knowledge of purpose, audience, format and medium in developing written communication (P, I, M, H)		
Applies writing strategies to communicate in a variety of genres (P, I, M)		

Applies writing strategies to communicate in a variety of genres with various audiences (H)		
Uses writing as a tool for learning (P, I, M, H)		
Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (P, I, M, H)		
Writes on demand (P, I, M, H)		
Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style appropriate to genre and writing situation (P, I, M, H)		
Incorporates technology as a tool to enhance writing (P, I, M, H)		

<b>Speaking</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill Area</b>
Considers audience and variables in the speaking situation (P, I, M, H)	Communication	Expressive Communication
Produces a coherent message (P, I, M, H)	Communication	Expressive Communication
Participates in a variety of communication situations (P, I, M, H)	Communication	Expressive Communication
Uses appropriate content and conventions for purpose, audience, occasion, and context (P, I, M, H)	Communication	Expressive Communication
Demonstrates control of delivery skills (P, I, M, H)	Communication	Expressive Communication
Participates appropriately in one-on-one situations and group settings (P, I, M, H)	Communication	Expressive Communication
Recognizes the role of evaluation in oral communication (P, I, M, H)	Communication	Expressive Communication
Recognizes the role of response in oral communication (P, I, M, H)	Communication	Expressive Communication

<b>Listening</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Listens for information and understanding (P, I, M, H)	Communication	Audition
Listens for interpretation, analysis, and evaluation (P, I, M, H)	Communication	Audition, Receptive Communication
Listens to establish, maintain and enhance relationships (P, I, M, H)	Communication	Audition, Receptive Communication

Viewing	ECC-DHH Content Area	ECC-DHH Skill Area
Analyze the effects of visual media on society and culture (P, I, M, H)		
Uses a range of strategies to interpret visual media (P, I, M, H)		
Applies a variety of criteria to evaluate informational media (web sites, documentaries, news programs) (P, I, M, H)	Functional Skills for Educational Success	Study and Organization Skills
Understands how literary forms can be represented in visual narratives (film, video, live performances, illustrations or photographs) (P, I, M, H)		

### 21st Century Skills

“Each Iowa student must graduate with the 21st century skills necessary for a productive and satisfying life in a global knowledge-based environment. Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalization of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, (i.e. global warming and pandemic diseases); and (4) changing demographics as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa student will need essential 21st century skills to lead satisfying lives in this current reality.

As Ken Kay, president of the Partnership for 21st Century Skills, stated, the 21st century skills set “is the ticket to economic upward mobility in the new economy” (Gewertz, 2007). Our world economy has evolved from an industrial era to an information era and is now on the way to the creativity era, while at the same time our schools are stagnant in the industrial model. The 21st century skills are key elements in supporting our youth not only in surviving but excelling in the new global environment.

"It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the keys to the good life, in which high levels of education – a very different kind of education than most of us have had – are going to be the only security there is."  
*-New Commission on the Skills of the American Workforce, 2006*

The Framework for 21st Century Learning stated, "We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects" (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life applications.

Robert Sternberg described the necessity for 21st century skills when he stated, "...When we teach only for facts, rather than for how to go beyond facts, we teach students how to get out of date..." (2008).

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 legislative session, the Iowa Legislature established the Iowa 21st century skills framework as:

- (1) employability skills
- (2) financial literacy
- (3) health literacy
- (4) technology literacy
- (5) civic literacy

Within this 21st century skill framework we must identify common strands, or learning skills that will allow students to thrive in the world of work and to be productive citizens. Tony Wagner, Harvard Graduate School of Education, labels these "survival skills" as (1) critical thinking and problem solving; (2) collaboration and leadership; (3) agility and adaptability; (4) initiative and entrepreneurialism; (5) effective oral and written communication; (6) accessing and analyzing information; and (7) curiosity and imagination. Wagner proposes that schools use academic content to teach these skills at every grade level, and be accountable for a new standard of rigor. (Wagner, 2008.)

The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p – 16 educators, business, and industry representatives. Sources used for this work included the Framework for 21st Century Learning, from the Partnership for 21st Century Skills, enGauge, and the 1991 SCANS report, What Work Requires of Schools. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health, or the balance of financial issues. The challenge is to prepare students to think critically, to engage in mental activity or habits of mind, that "...use facts to plan, order, and work toward an end; seek meaning or explanations; to be self-reflective; and use reason to question claims and make judgments..." (Noddings, 2008). It may be that our task is not only to prepare students to "fit into the future" but to shape it. "...If the complex questions of the future are to be determined... by human beings... making one choice rather than another, we should educate youths - all of them - to join in the conversation about those choices and to influence that future..." (Meier, 2008)"

Iowa Department of Education 21<sup>st</sup> Century Skills. (n.d.). Retrieved June 10, 2009, from <http://www.corecurriculum.iowa.gov/ContentArea.aspx?C=21st+Century+Skills>

## 21<sup>st</sup> Century Skills: Essential Concepts and/or Skills

<b>Civic Literacy</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens	Self Determination & Advocacy	Community Resources & Supports Community Advocacy
Understand how government affects citizens (rights and responsibilities) and how citizens affect government		
Understand the United States has a role in current world affairs		
Understand how the government established by the Constitution embodies the principles of democracy and republicanism.		
Understand the purpose and function of each of the three branches of government established by the U.S. Constitution.		
Understand the differences among local, state, and national government	Family Education  Self Determination and Advocacy	Education/Transition  Community Advocacy
Understand how various political systems throughout the world define the rights and responsibilities of the individual.	Social Emotional	Decision Making

<b>Financial Literacy</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Demonstrate the ability to set goals based on wants and needs	Career Education	Career Exploration and Planning Money / Banking
Identify monetary resources and distribution options for those resources (spending plan)	Self Determination and Advocacy  Career Ed	Community Resources and Support  Money / Banking
Demonstrate an understanding of the concept of credit/debt	Self Determination and Advocacy  Career Ed	Community Resources and Support  Money / Banking
Develop awareness that each person has a financial identity	Self Determination and Advocacy  Career Ed	Community Resources and Support  Money / Banking
Recognize various ways to save and the reasons individuals	Self Determination and Advocacy	Community Resources and Support

decide to save	Career Ed	Money / Banking
Distinguish between appropriate spending choices	Technology	Skills Necessary to Access Technology

<b>Health Literacy</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Understand and use basic health concepts to enhance personal, family, and community health.	Family Education	Amplification
Understand and use interactive literacy and social skills to enhance personal, family, and community health.	Social Emotional	Social Awareness
Recognize critical literacy/thinking skills related to personal, family and community wellness		
Identify influences that affect personal health and the health of others	Family Education Social Emotional Self Determination and Advocacy	Understanding Hearing Loss Self Management Self Care
Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.	Social Emotional	Conflict Resolution Social Interaction

<b>Employability Skills</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Communicate and work appropriately with others to complete tasks	Audiology Family Education Communication  Auditory Social Emotional Career Education	Environmental Management Communication Strategies Audition ASL Development Receptive-Expressive Understanding Hearing Loss Social Interaction Work Skills
Recognizes different roles and responsibilities and is open to change	Social Emotional	Self Awareness Personal Responsibility

	Career Education	Career Exploration/Planning Work Skills
Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility	Family Education  Social Emotional  Functional Skills  Career Education	Family and Child Interaction  Self Awareness Conflict Resolution  Education/ Transition Concept Development  Work Skills
Develop initiative and demonstrate self-direction in activities	Family Education  Communication  Functional Skills  Career Education  Social Emotional	Education/ Transition  Receptive Communication  Self Management  Work Skills Job Seeking  Self Determination Self Management
Work productively and are accountable for their actions	Functional Skills  Social Emotional  Career Education	Concept Development Study and Organization Skills  Self Management Support Networks Personal Responsibility Decision Making  Work Skills

<b>Technology Literacy</b>	<b>ECC-DHH Content Area</b>	<b>ECC-DHH Skill(s) Area</b>
Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions.		

Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area		
Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems		
Use technological resources to develop and refine questions for investigation		
Understand and practice appropriate, legal, ethical, and safe uses of technology for lifelong learning	Family Education Technology	Resources and Technology Skills Necessary to Access Technology
Understand technology hardware and software system operations and their application	Family Education  Audiology  Technology	Amplification Resources and Technology  Amplification Management  Skills Necessary to Access Technology