

# Delaware Content Standards

## Grade Band Extensions

### Frequently Asked Questions

#### Q What are Grade Band Extensions?

**A** Grade Band Extensions (GBEs) are entry points to Delaware's content standards. Individual standards (academic skills) were customized to include three levels of access ranging from highest to lowest complexity. The three extensions allow for various starting points based on individual student need.

#### Q Why were the GBEs created?

**A** GBEs were created to make the Delaware content standards accessible for students with significant intellectual disabilities. The GBEs are a tool to assist teachers in the planning and implementation of lessons based on academic standards.

#### Q Why grade bands?

**A** Because the standards build on each other, it was not necessary to create extensions for every grade. Extending at each grade would have been repetitive.

Extensions by grade band allows students multiple years to learn specific skills and provides a continuum of instruction.

#### Q Are the GBEs in all content areas?

**A** Yes, GBEs are available for English Language Arts, Math, Science, and Social Studies.

To view the complete *Delaware Content Standards Grade Band Extensions* visit [www.deaccessproject.org](http://www.deaccessproject.org).

#### Q Who will use the GBEs?

**A** The GBEs were designed for students with significant intellectual disabilities who participate in the state's alternate assessment, the DCAS-Alt1.



#### Q Will the GBEs impact my child's IEP?

**A** The individualized education program (IEP) addresses each student's unique learning needs. Individual goals, accommodations, and supports identified in the IEP will continue to be applied in classroom and academic activities.

GBEs may help your child's teacher to develop academic-related IEP goals. Additional goals related to life skills and related services will still be included.

Because of the range in complexity, the GBEs allow for additional customization to individual student needs within academic activities.

#### Q Will the focus of instruction be strictly academic?

**A** It is important to expose students to a variety of learning experiences. The GBEs are not meant to replace functional or life skills but to enhance instruction by including academic standards.

Academic activities should continue to incorporate instruction of skills necessary for student success such as communication, self-determination, gross/fine motor, and social skills.

#### Q How can I learn more about the GBEs?

**A** A variety of training sessions about the GBEs and access to the general education curriculum are available.

For more information, individual consultation, or to schedule a session contact:

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# Sample GBEs

Reading Standards for Literature (RL)		3—5
<b>Key Ideas and Details (KID)</b>		
5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>Essence: Use text to support factual and inferential responses</b> E1: Given an inferential question, locate details from text to support the answer. E2: Given a factual question, locate details from text to support the answer. E3: Answer literal questions about text.	
5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <b>Essence: Determine the main idea and summarize text</b> E1: Describe the main idea of a text. E2: Recount stories, including fables and folk tales. E3: Identify events or details from a familiar story.	
5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). <b>Essence: Compare and contrast story elements</b> E1: Compare characters, settings, or events. E2: Describe characters, settings, or events. E3: Identify characters, settings, or events.	

Geometry (G)		6—8
<b>Understand congruence and similarity using physical models, transparencies, or geometry software.</b>		
8.1	Verify experimentally the properties of rotations, reflections, and translations: <b>Essence: Demonstrate rotations (turns), reflections (flips), and translations (slides)</b> E1: Manipulate multiple shapes to fit matching spaces. E2: Match shapes in different orientations. E3: Manipulate shapes to fit matching spaces.	
8.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. <b>Essence: Properties of shapes stay the same regardless of orientation</b> E1: Manipulate multiple shapes to fit matching spaces. E2: Match a shapes in different orientations. E3: Manipulate shapes to fit the matching space.	
8.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. <b>Essence: Describe the manipulation or resizing of geometric figures</b> E1: Identify the orientation of a figure related to another figure. E2: Demonstrate concepts of size and directionality (top, bottom, right, left, flips, turns). E3: Match shapes in different orientations and sizes.	

Earth in Space		6-8
<b>1 - Observable, predictable patterns of movement in the Earth, Moon, and Sun System occur because of gravitational interaction and energy from the Sun.</b>		
8.1	Describe how scientists have historically confirmed that the Earth is round, not flat. <b>Essence: Earth is round</b> E1: Discuss the historical evidence that supports the Earth is round. E2: Identify facts that support the Earth is round. E3: Identify if given objects are round.	
8.2	Analyze data on sunrise and sunset times (in terms of length of daylight) and describe patterns. Explain the reason for the patterns by using models or computer simulations of the Earth and Sun. <b>Essence: Length of daylight</b> E1: Compare the amount of daylight in relation to the position of the Earth. E2: Identify patterns in length of day. E3: Match the terms sunrise and sunset to the time of day they occur.	
8.3	Using internet, newspaper, and actual observations of the night sky for at least two months, collect data on the Moon's appearance, and moonrise and moonset times. Analyze the data to describe the observable patterns (phases). Explain why the Moon's appearance changes in a repeating cyclical pattern. <b>Essence: Patterns of the Moon</b> E1: Use various resources to record the phases of the Moon over the course of two months. E2: Sequence the phases of the Moon and note the changes in appearance. E3: Identify representations of the Moon in various phases.	

Civics		HS
<b>Standard 4 - Participation</b>		
<b>4a - Students will develop and employ the skills necessary to work with government programs and agencies.</b>		
HS.1	Identify situations in which communicating with government agencies would benefit citizens. <b>Essence: Communication with government agencies</b> E1: List benefits of communicating with government agencies regarding policy issues/situations. E2: Connect a policy issue/situation with a related government agency. E3: Identify government agencies.	
HS.2	Explain how to communicate with government agencies. <b>Essence: Communication with government agencies</b> E1: Employ a way of communicating with a government agency about a selected topic. E2: Sort effective from ineffective ways of communicating with government agencies. E3: Identify ways of communicating with government agencies.	
HS.3	Develop and employ the skills necessary to work with government programs and agencies. <b>Essence: Communication with government agencies</b> E1: Connect a policy issue/situation with a related government agency and determine how to best communicate with the agency. E2: List key issues and supporting information for communication with an agency about a selected issue/problem. E3: Identify ways to communicate about a selected issue/problem with the appropriate agency.	