



S3QUOYAH FOR SCHOOLS · ACCESSIBILITY & DIFFERENTIATION

Accessibility Supplement

How the curriculum serves IEP, 504, and mixed-readiness classrooms — the supports built into every session, stated honestly

SCOPE, STATED PLAINLY

This supplement describes supports designed into the curriculum itself. It is not a claim of formal accessibility certification, and it does not replace any student's IEP or 504 plan — those plans, and the district's own accommodation processes, always govern. What follows is what teachers and case managers can count on finding already built in.

1 · DIFFERENTIATION IS IN EVERY SESSION, NOT AN APPENDIX

Every one of the course's 90 sessions closes its lesson plan with a Support / Stretch differentiation line — a concrete lower-scaffold entry and a concrete extension for the same activity. Support moves are structural (keyword labels on artifacts, partner-interviewer reporting, conference-first tracks), not watered-down content: every student works the same concept at an adjusted on-ramp.

2 · THE ENGAGEMENT-LOAD BUDGET DOUBLES AS A REGULATION TOOL

Each session carries an engagement-load tag — High-energy, Making, Discussion, or Flex — and the course budgets these deliberately, never scheduling three consecutive high-energy sessions. For students who need predictable sensory and social pacing, the tags give case managers a week-by-week regulation map: a teacher can preview load, front-load transitions, or arrange alternative roles (timer, recorder, observer) on high-energy days without removing the student from the learning.

3 · STRUCTURES THAT PAIR AND SHARE THE LOAD

The active elements run on pairs, small teams, and station rotations by design, which gives co-teachers and paraprofessionals natural insertion points — a co-teach split works at any station activity without modification. Participation structures distribute speaking (every teammate speaks once per rotation) rather than spotlighting volunteers, and roles within teams can be assigned to strengths.

4 · ASSESSMENT ACCOMMODATIONS

- The PRE/POST instrument is untimed by design — extended time is the default condition, not an accommodation that singles a student out.
- Read-aloud administration is compatible with every item; nothing in the instrument depends on silent reading speed.
- The PRE is explicitly framed to students as an ungraded 'before' snapshot, which lowers test anxiety by design; growth is measured against the student's own baseline, not the class.
- Short-answer rubrics credit accurate thinking in the student's own words — unit vocabulary is welcomed, never required verbatim.

5 · THE CAPSTONE'S UNIVERSAL-ACCESS ROUTE

The final unit asks every student to teach a short lesson to a real audience. The audience menu is deliberately wide — a family member, a freshman class, a sibling, a teammate, a staff member — and every option carries equal status. The in-school audience track is the universal-access route: no student is ever required to teach at home, no student is asked why they chose otherwise, and scheduling runs on the class calendar. Delivery format flexes to the student (live, scripted, artifact-led), and the rubric scores each student against their own signed contract — not against other students.



6 • MATERIALS AND FORMAT

The curriculum is paper and teacher-projection — no student logins, accounts, or devices are required, which removes a common access barrier outright. Files ship as standard PDF and PPTX, compatible with district enlargement, high-contrast printing, and screen-reader workflows through the district's existing tools.

Questions, or a walkthrough with your special education team: education@anatocismusglobal.com • (702) 745-4599.