

Educational Services Division

Special Education Department

**Special Education Textbooks & Instructional
Materials**

Comprehensive

September, 2022

Adopted Curriculum

The special education department utilizes the curriculum available at all host sites, in order to provide students access to the general education curriculum. For students that require supplemental curriculum, in order to address their specific learning needs and support their developmental level, the following has been adopted.

Curriculum Adoption Process

In the spring of 2020, the department began a curriculum adoption process with the support of the Santa Clara County Office of Education Professional Learning and Instructional Support Division. Given the global pandemic, the team was unable to complete the adoption process in the 2019-2020 school year and is once again collaborating with the Professional Learning and Instructional Support Division to go through the adoption process. While teachers utilize the Unique curriculum on a daily basis, there are several other curricular programs that teachers have access to and utilize to provide instruction to students. These programs are all being reviewed by the curriculum adoption committee for the 2020-2021 school year.

TouchMath

TouchMath is a multisensory math program that uses the numeral itself as a manipulative. Every numeral from one through nine has TouchPoints™ corresponding to the digit's value. Numerals one through five have single TouchPoints.™ Numerals six through nine have double TouchPoints.™ Students count aloud as they touch the single TouchPoints™ once and double TouchPoints™ twice. The numeral zero has no TouchPoints™ and is never touched or counted. This concrete approach engages students on auditory, visual, and tactile/kinesthetic levels. The TouchMath program aligns directly to the Common Core State Standards.

Unique

Students using Unique Learning System keep pace with their general education peers using course materials aligned to national and state extended standards. Students gain online access via a secure, individualized Student View that empowers independent learning. The system allows for a 1:1 connection with their teacher and incorporates a focus on transition and life skills embedded within their academic instruction.

Unique offers meaningful, age-respectful and developmentally appropriate lessons, to help students develop a lifelong love of reading. Covering all the vital pillars of reading instruction—phonemic awareness, phonics, fluency, vocabulary and comprehension—Unique offers a complete reading program with monthly ELA instruction, specific approaches and methods for

various learners and reading materials that are geared toward each of the six grade bands, preschool through transition. Scaffolded lessons are differentiated for three levels of ability to allow students to begin at their level then move up to more challenging content with repeated exposure to high frequency words, vocabulary and key concepts, phonics and early reading instruction, nonfiction, information text and thematic units that cover a full range of reading and ELA standards.

News 2 You

A language and literacy program, News 2 You provides teachers with daily lessons matched to students' diverse abilities to meet mandated state standards, giving their students access to the same curriculum as their peers. News 2 You focuses on the use of vocabulary words to build higher order thinking and creativity skills using a variety of learning preferences to support visual, auditory, and kinesthetic learners.

Through News 2 You, students can engage in meaningful conversations with their peers and families about world events while building comprehension and context relative to their community and world. The issue-based learning in each weekly edition of News 2 You helps students develop new critical thinking and communication skills where they have the ability to form and express ideas and opinions about what they are learning.

L3

L3 Skills provides academic and transition skill-based practice that allows individuals with special needs to master important educational concepts and lifelong learning. Skills are learned and enhanced through fun and engaging activities that extend their achievement beyond daily classroom activities. Educational games and activities provide students with the confidence to successfully reach their highest potential.

Symbolstix

Symbolstix provides individuals with communication disabilities access to the learning, language and self-expression tools required to help them understand the world around them and express their thoughts and needs. Symbolstix includes more than 60,000 dynamic, engaging and personally relevant visual support symbols to enable students to develop knowledge, build skills and connect with the world around them.

Teachers using Symbolstix are provided with the tools to simultaneously create and deliver quick print and interactive communication and learning materials in the format that best meets their particular classroom needs. Teachers can also embrace their multicultural classrooms through the ability to easily change skin tones and generate symbols and text in English, Spanish and 10 other languages.

STAR

The STAR Program (Strategies for Teaching based on Autism Research, Arick, Loos, Falco, Krug, 2015) teaches children with autism the critical skills identified by the 2001 National Research Council and uses many of the evidence-based practices identified in the 2009 National Standards Report and 2014 National Professional Development Report. The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training and teaching functional routines form the instructional base of this comprehensive program for children with autism. This program has been shown to be an effective curriculum for students at various developmental levels.

The STAR Program includes detailed lesson plans, teaching materials, data systems and a curriculum-based assessment for teaching in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills. STAR is a program with 3 distinct levels.

Level 1:

- Level 1 is appropriate if a student shows some difficulty understanding or following simple commands, has no language or very little language, has moderate behavior issues when asked to follow a simple task, and/or may not interact with other children very well. With the Level 1, students are taught to understand basic language concepts and commands, start to use verbal language to request their needs and desires, understand and follow simple routines such as arrival to an activity area, departure from an activity area, circle time, or snack time, and begin to participate in independent constructive play.

Level 2:

- Level 2 is appropriate if a student can often follow some simple commands but conversely shows difficulty with 2-step commands or requests that are considered more complex. Additionally, if a student uses only one word (or picture) to request desires, understands only simple nouns, plays only in isolation, and only follows simple routines this level would be considered the most appropriate. With Level 2, students are taught to follow 2- step commands, use multiple words to make more complex requests, use simple verbs such as “sleeping, eating or crying”, learn the names of other children, play interactively, identify numbers, letters, and a few sight words, answer “wh” questions.

Level 3:

- Level 3 is appropriate if a student can use two or more words (or pictures) to communicate. Additionally, a student should be able to label objects, identify numbers and letters, identify a few words by sight reading, and follow most classroom routines with verbal directions or picture schedule. With Level 3, students are taught to expand vocabulary and phrase length, use prepositions and pronouns, read more functional sight words, write with dictation and from memory, read a simple story in a book, identify and use memory, tell time and use this skill with their classroom schedule, add and subtract one-digit numbers, follow more complex routines such as computer use, transitioning

between locations and large group activities in and out of the classroom, participate in school routines such as music, PE, lunch, and recess, and play interactively with peers.

LINKS

The Links Curriculum (Linking Assessment and Instruction for Independence) is an evidence-based, comprehensive, web-based curriculum to teach upper elementary, secondary, and post-secondary students with autism and other developmental disabilities to be independent across school, community and vocational routines.

The Links Curriculum includes detailed lesson plans, visual support materials, data systems, and assessment. Links also features academic, small group, and independent work activities. Links is designed to promote student independence in natural environments. The Links online system utilizes a curriculum-based skill assessment and an observed routine assessment (ORA) to identify target areas for instruction. Links task-analyzed routines can be individualized to meet the needs of every student. The Links school, community and vocational lesson plans provide instructional staff with the tools necessary to teach both individual skills and independence in daily routines.

In addition, Links:

- Provides a comprehensive curriculum for upper elementary, middle, high school and post secondary students
- Is aligned to Common Core State Standards and appropriate across various developmental needs
- Is customizable for individual student needs and provides extensive lesson plans for individual and group instruction
- Offers instant progress monitoring through a Web-based platform
- Allows for data sharing and instructional collaboration
- Provides IEP goal and objective recommendations
- Offers custom visual supports for use in teaching routines and lessons

STAR Online Learning System: Distance Learning

SOLS is a synchronous remote learning curriculum founded in evidence-based practices and designed for students with autism and other developmental needs from early childhood to post-secondary. As a synchronous remote learning platform, SOLS offers real-time teaching from a trained instructor while maintaining an IEP-driven curriculum. It is an essential tool when it comes to giving students with developmental disabilities equal access to education.

Tied directly to lessons from the STAR Program and Links, SOLS allows students to continue learning new skills outside of the classroom and pick right back up when returning to the classroom. This makes SOLS an essential curriculum for: hybrid learning, or instances when

students are moving between in-class and remote learning, extended school year programming during school breaks, and weather-related and unexpected school closures.

As a synchronous remote learning platform, teachers provide real-time teaching and coaching to students and caregivers. SOLS has included professional development for teachers prior to implementing SOLS. It also includes scripted lessons that help walk teachers through coaching caregivers to implement teaching practices to their children and young adults in the home setting. SOLS offers leveled-strands to support students at their individual learning levels:

- **Strand A lessons** are for students who may have difficulty attending to the instructor during an online session. Strand A lessons focus on coaching caregivers to teach students skills both during the online sessions and throughout the day. Instruction focuses on attention, social communication, building vocabulary and language skills, following directions, and student-specific IEP goals and objectives.
- **Strand B lessons** are for students who are able to attend for short periods of time and will be a combination of direct teaching and caregiver coaching. Instruction focuses on increasing communication skills, attention, literacy, math, and student-specific IEP goals and objectives. If needed, caregivers will be supported in learning reinforcement strategies and developing home routines.
- **Strand C lessons** for students who are able to attend for the entire session and will be direct teaching between the student and teacher. Instruction focuses on communication, academics, extended attention, completing independent work assignments, and student-specific IEP goals and objectives.

IXL - Curriculum

The department utilizes IXL curriculum in the areas of math, language arts, science, and social studies. IXL is aligned to common core standards. For any lesson or learning objective, teachers are able to find the exact skill to support their teaching.

IXL supports differentiated instruction through a deeply adaptive curriculum. Within each skill there are up to 12 levels of finely-tuned scaffolding that students progress through, ensuring they are always challenged at the right level. IXL is designed to be open and flexible: teachers have access to the entire curriculum and can adapt it to meet the needs of their unique classroom and students.

IXL's Real-Time Diagnostic pinpoints each student's grade-level proficiency in math and English language arts. Built on top of IXL's comprehensive curriculum, the Real-Time Diagnostic is able to assess students at a deep level across every concept in the K–12 curriculum. Teachers get an accurate portrait of their overall knowledge, as well as their knowledge levels in key strands. Based on each student's diagnostic results, the Real-Time Diagnostic generates targeted action plans that show teachers how to help them grow. These recommendations link seamlessly to specific IXL skills, providing a simple way for teachers to differentiate their instruction and help students make meaningful progress.

| IXL uses insights from student work in the curriculum and the Real-Time Diagnostic to create personalized skill recommendations for every student. Every recommendation is precise, timely, and just what the student needs to build skills and confidence. IXL's guidance gives every student a personalized pathway for growth, but they are never locked in to only these lessons. This ensures teachers have the flexibility to make choices about what their students work on and how they want to extend their daily lessons..