

**Mandan Public School District**

**Senior High Division**

---

# **Mandan Public Schools**

## **Special Education Curriculum 9-12**



**2012**

# Table of Contents

## Special Education

<b>Table of Contents .....</b>	<b>1</b>
<b>Special Education Writing Committee members .....</b>	<b>3</b>
<b>Special Education Curriculum Code .....</b>	<b>3</b>
<b>Programming for Students with Intellectual Disability .....</b>	<b>4</b>
<b>Applied Topics in English/Language.....</b>	<b>4</b>
<b>Applied Topics in Math .....</b>	<b>6</b>
<b>Applied Topics in Science .....</b>	<b>7</b>
<b>Applied Topics in Social Studies .....</b>	<b>9</b>
<b>Applied Topics in Occupational Education .....</b>	<b>11</b>
<b>Life Centered Career Education (LCCE) .....</b>	<b>12</b>
<b>CTE Special Needs Resource Education (Transition, Strategies, Learning).....</b>	<b>15</b>
<b>Year 1.....</b>	<b>15</b>
<b>Year 2.....</b>	<b>16</b>
<b>Year 3.....</b>	<b>16</b>

<b>Year 4.....</b>	<b>17</b>
<b>Programing for Students with Emotional Disability.....</b>	<b>18</b>
<b>EQUIP .....</b>	<b>18</b>
<b>Hidden Social Curriculum.....</b>	<b>19</b>

## **Senior High Special Education Writing Committee:**

**Chairman-** Bob Klemisch

### **Programming for Students with Intellectual Disability (formerly Functional and Community Based Topics):**

Kim Nagel, Janet Schaaf, Stacy Smith, Becky Tande

### **CTE Special Needs Resource Education (Teaching Strategies Learning):**

Kathy Jerke, Linda Vadnais, and Kim Rickel

### **Programming for Students with Emotional Disturbance:**

Rene Bryan

## **State Standards and Benchmarks**

State standards and benchmarks are included in this curriculum. They were used to guide the curriculum writing process. These standards are used when applicable.

## **Life Centered Career Education Competencies (Curriculum programming for students who meet the criteria)**

Life Centered Career Education Competencies from the Council of Exceptional Children are included in this curriculum. They were used to guide the curriculum writing process.

## **Mandan Public Schools**

### **Special Education Curriculum Code**

I- Introduce

D- Develop

M- Master

# Programming for Students with Intellectual Disability

## Applied Topics in English/Language

Level: 9 – 12

Credit: 1/2 or 1

Content: A course designed to help to teach life skills impacting personal-social skills (maintain good interpersonal skills and communication with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

Objectives	Standard	9	10	11	12
Sight Words (community, survival, occupational)	2	I	ID	ID	ID
Resources (community, on-line, dictionary, maps, library usage, media, wireless/technology)	1 & 3	ID	ID	ID	DM
Directed reading/reading for a purpose (written & oral directions, recipes, manuals, employment uses, etc.)	2	ID	ID	ID	DM
Reading for Leisure	2	I	D	D	D
Written Communications (letters, messages, notes, lists, on-line, envelopes, domestic forms)	3	I	D	D	M
Functional Spelling	3	ID	ID	ID	ID
Oral Communication Skills (phone calls, messages, etiquette)	4 & 6	I	D	D	M
Social Skills	4 & 6	ID	ID	D	M

**North Dakota State Standards:** New Common Core Standards (which were just adopted) are listed below State Standards

### **Standard 1: Students engage in the research process**

CC: RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **Standard 2: Students engage in the reading process**

RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Standard 3: Students engage in the writing process**

**Standard 4: Students engage in the speaking and listening process**

**Standard 5: Students understand media**

**Standard 6: Students understand and use principles of language**

## Applied Topics in Math

Level 9-12

Credit: ½ or 1

Content: A course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

Objectives	Standard	9	10	11	12
Time, Calendar, Measurement (rulers, measuring cups, etc.)	4	I	D	D	M
Finances (record data, daily wages, overtime, etc.)	3 & 4	I	D	D	D
Banking	3	I	D	D	D
Job skills	3	I	D	D	D
Domestic Living	3	I	D	D	M
Counting/Sequencing	3	I	D	D	M
Number line (temperature)	1	I	D	D	M

**North Dakota State Standards:** New Common Core Standards (which were just adopted) are listed below State Standards

**Standard 1: Students understand and use basic and advanced concepts in number and number systems.**

**Standard 3: Students use data collection and analysis techniques, statistical methods, and probability to solve problems.**

CCS: HS A-CED.1 Create equations and inequalities in one variable and use them to solve problems.

**Standard 4: Students use concepts and tools of measurement to describe and quantify the world.**

CCS: HS S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)

## Applied Topics in Science

Level: 9-12

Credit: ½ or 1

Content: A course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include elements and compounds, chemical reactions, interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells, living and non-living things; plants and animals, including; the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

To introduce competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring, and selection of clothing. To introduce competencies in social skills, students may receive instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

<b>Objectives</b>	<b>Standard</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Identifying cells, senses, organs, body systems, body changes, and reproductive cycle	4		I	D	D
Identifying physical and mental health needs	7	I	D	D	D
Substance abuse	7	I	D	D	D
Identify and practice safety and emergency precautions/procedures	1	I	D	D	D
Foods and nutrition	7	I	D	D	D
Matter, motions, and machines	3	I/D			
Environmental and ecological issues	7	I/D			
Classification of plants and animals	1		I	D	
Weather conditions	7	I	D	D	D
Solar system	5	I/D			
Energy and light	1 & 7	I/D			



**North Dakota State Science Standards:**

**Standard 1: Students understand the unifying concepts and processes of science.**

**Standard 3: Students understand the basic concepts and principles of physical science.**

**Standard 4: Students understand the basic concepts and principles of life science.**

**Standard 5: Students understand the basic concepts and principles of earth and space science.**

**Standard 7: Students understand relations between science and personal, social, and environmental issues.**

## Applied Topics in Social Studies

Level: 9-12

Credit: ½ or 1

Content: This course is designed to teach and increase independence in life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state, and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop, demonstrate, and maintain competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

<b>Objectives</b>	<b>Standard</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Know key events, people, and ideas and understand their contribution to the history of North Dakota and the United States	1	I	I	D	M
Understand the role of chronology and perspective with historical events	1	I	I	D	M
Understand the structures and purposes of government (branches of government, laws, voting)	2	I	I	D	D
Use primary sources to analyze, interpret, evaluate, or synthesize information related to social studies (current events)	4	I	D	D	M
Understand and use maps, graphs, charts, globes, atlases, and computer programs to locate and organize information about people, places, and events (read maps, develop maps)	4	I	I	D	M
Use technology to access, record, and analyze information related to social studies	4	I	I	D	D
Understand the responsibilities of citizenship and the components of civic participation	5	I	I	D	D
Understand the benefits and challenges of the rights of citizenship	5	I	I	D	D
Know the characteristics and uses of geographic tools and use these tools to organize and communicate information	6	I	D	D	M
Know the process of personality growth and development					
1. Achieve self-concept and self-responsibility (recognizing one's abilities and limitations, self-advocacy)	8	I	I	D	D

2. Appropriate and inappropriate peer relationships (making friends, peer pressure, dating)	8	I	I	D	D
3. Demonstrate understanding and ability to participate in leisure and recreational activities (family events, participating in school events, dating skills)	8	I	I	D	D

**North Dakota State Social Studies Standards:**

**Standard 1: Nature and Scope of History**

**Standard 2: Political Institutions**

**Standard 4: Social Studies Resources**

**Standard 5: The Role of the Citizen**

**Standard 6: Geography**

**Standard 8: Sociology and Psychology**

## Applied Topics in Occupational Education

### Occupational Education I

Level: 10-12

Credit: ½

Content: An introductory course designed to teach life skills in the vocational domain impacting daily living, occupational guidance and preparation. Students will receive instruction in appropriate work habits and behaviors; seeking employment, knowledge and exploration of occupational choices, and identifying specific occupational skills.

### Occupational Education II

Level 10-12

Credit: 1

Content: Expanded student studies and/or increased independence in the demonstration of appropriate work habits and behaviors; seeking employment, knowledge and exploration of occupational choices, and identifying specific occupational skills.

### Occupational Education III

Level 10-12

Credit: 1 or 2

Content: Application of (semi) independence of; appropriate work habits and behaviors, seeking employment, knowledge and exploration of occupational choices, and identifying specific occupational skills.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

<b>Objectives</b>	<b>10</b>	<b>11</b>	<b>12</b>
Identify interest and aptitudes	I	D	M
Develop job seeking skills	I	D	M
Apply occupational skills	I	D	M
* Identify and perform interviewing protocol	I	D	M
* Develop a resume	I	D	M
Develop a positive work attitude	I	D	M
Develop job etiquette skills	I	D	M

\* Advanced skills

## Life Centered Career Education Curriculum

Life Centered Career Education (English, Science, Social Studies, & Math)

Grade: 9-12

Term: One Semester

Credit: ½

Content: These courses are designed to teach and increase the development of the fundamental skills of English, Science, Social Studies, and Math. Students will receive instruction to help them learn and increase their independence with functional skills that will prepare them for independent adult life outside of school.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

### LCCE English/Language

<b>Objectives</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Language Standard 1: Students Engage in the Research Process	I	D	D	M
Language Standard 2: Students Engage in the Reading Process	I	D	D	M
Language Standard 3: Students Comprehend Literature	I	D	D	D
Language Standard 4: Students Engage in the Writing Process	I	D	D	D
Language Standard 5: Student Understands Media	I	D	D	D
Language Standard 6: Student Understand and Use Principles of Language	I	D	D	M
LCCE Competency 14 – Achieving Independence	I	I	D	D
LCCE Competency 16 – Communicating With Others	I	D	D	M
LCCE Competency 17 – Knowing and Exploring Occupational Activities	I	I	D	D
LCCE Competency 18 – Selecting and Planning Occupational Choices	I	I	D	D
LCCE Competency 19 – Exhibiting Appropriate Work Habits and Behaviors	I	I	D	D
LCCE Competency 20 – Seeking, Securing, and Maintaining Employment	I	I	I	D

### LCCE Science

<b>Objectives</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Science Standard 1: Unifying Concepts	I	D	D	M
Science Standard 4: Students Understand the Basic Concepts and Principals of Life Science	I	D	D	M
Science Standard 5: Students Understand the Basic Concepts and Principals of Earth and Space Science	I	D	D	M
Science Standard 7: Students Understand Relations Between Science and Personal, Social, and Environmental Issues	I	D	D	M
LCCE Competency 3 – Caring for Personal Needs	I	D	D	D
LCCE Competency 6 – Buying and Caring for Clothing	I	D	D	D

### LCCE Social Studies

<b>Objectives</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Social Studies Standard 1: Nature and Scope of History	I	D	D	M
Social Studies Standard 2: Political Institutions	I	D	D	M
Social Studies Standard 4: Social Studies Resources	I	D	D	M
Social Studies Standard 5: Role of the Citizen	I	D	D	M
Social Studies Standard 6: Geography	I	D	D	D
Social Studies Standard 8: Sociology and Psychology	I	D	D	D
LCCE Competency 2 – Selecting and Managing A Household	I	I	D	D
LCCE Competency 4 – Raising Children and Meeting Marriage Responsibilities	I	I	D	D
LCCE Competency 7 – Exhibiting Responsible Citizenship	I	D	D	D
LCCE Competency 8 – Utilizing Recreational Facilities and Engaging in Leisure	I	D	D	D
LCCE Competency 9 – Getting around the community	I	D	D	D
LCCE Competency 10 – achieving Self-awareness	I	D	D	D
LCCE Competency 11 – acquiring self-confidence	I	D	D	D
LCCE Competency 12 – achieving socially responsible behavior	I	D	D	M
LCCE Competency 13 – maintaining good interpersonal skills	I	D	D	M
LCCE Competency 14 – achieving independence	I	D	D	M
LCCE Competency 15 – making adequate decisions	I	D	D	M
LCCE Competency 17 – knowing and exploring occupational possibilities	I	I	D	D
LCCE Competency 18 – selecting and planning occupational choices	I	I	D	D
LCCE Competency 19 - exhibiting appropriate work habits and behavior	I	I	D	D

## LCCE Math

<b>Objectives</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Math Standard 1: Students Understand and Use Basic and advanced concepts of number and number systems	I	D	D	M
Math Standard 2: Understand and apply geometric concepts and spatial relationships to represent and solve problems in mathematical and nonmathematical situations	I	I	D	D
Math Standard 3: Students Use data collection and analysis techniques, statistical methods, and probability to solve problems	I	D	D	M
Math Standard 4: Concepts and tools of measurement to describe and quantify the world	I	D	D	M
Math Standard 5: Using algebraic concepts, functions, patterns, and relationships to solve problems	I	D	D	D
LCCE Competency 1: Managing Personal Finances	I	D	D	M
LCCE Competency 2: Selecting and Managing a Household	I	I	D	D
LCCE Competency 5: Buying, Preparing and Consuming Food	I	I	D	D

## CTE Special Needs Resource Education (Transition, Strategies and Learning)

**GRADE:** 9-12 or Year 1-4

**TERM:** One Semester

**CREDIT:** One-Half

**PREREQUISITE:** None

**COURSE DESCRIPTION:** This course is designed for students with individual education plans (i.e. Special Education Individual Education Plans, 504's, Career and Technical Education Plans). Students will work at developing good study habits, lifelong strategies that accommodate their learning needs, applying learning strategies, and using available resources that help students transition to life after high school.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

The students will

### Year One

<b>Objectives</b>	
<b>I. Transition</b>	
A. Develop course of study to meet graduation requirements	I/D
B. Understand their disability area	I/D
C. Prepare and participate in IEP involvement	I/D
D. Advocate for self with others (i.e. instructors, parents, peers)	I/D
F. Complete age appropriate transition assessment	I/D
G. Develop a transition portfolio	I/D
<b>II. Strategies and Learning</b>	
A. Gain knowledge of strategies specific to their needs	I/D
B. Know how to use study strategies	I/D
C. Use an academic scheduler	I/D
D. Gain knowledge of available technology	I/D



## Year Two

<b>Objectives</b>	
<b>I. Transition</b>	
A. Review and revise course of study	D/M
B. Know what constitutes one's need for "reasonable" accommodations	D
C. Prepare and participate in IEP involvement	I/D
D. Advocate for self with others (i.e. instructors, parents, peers, employers)	D
E. Review and manage goals (i.e. personal, employment, educational, daily living)	D
F. Complete transition assessments when age appropriate	I/D
G. Maintain and update transition portfolio	D
<b>II. Strategies and Learning</b>	
A. Continue to introduce, practice, and generalize strategies specific to their needs	I/D/M
B. Manage the use of an academic scheduler	D/M
C. Gain knowledge of available technology	I/D/M

## Year Three

<b>Objectives</b>	
<b>I. Transition</b>	
A. Become familiar with information regarding transition service options (i.e. military, employment, college, and/or training options, voc. rehab.)	I/D
B. Maintain and update the transition portfolio	D
C. Participate in annual IEP review	D
D. Advocate for self with others (i.e. instructors, parents, peers, community, workplace)	D/M
E. Monitor and evaluate goals (i.e. personal, employment, educational, daily living)	D
<b>II. Strategies and Learning</b>	
A. Know how to use strategies specific to their needs and generalize to other settings (i.e. college, occupations, personal life)	D/M
B. Continue to use an academic scheduler	D/M
C. Demonstrate successful use of technology specific to disability area	I/D/M

## Year Four

<b>Objectives</b>	
<b>I. Transition</b>	
A. Identify, select and apply to transition services as identified through the IEP process	D/M
B. Maintain and update the transition portfolio with a performance summary	I/D
C. Assist in leading/directing annual IEP review	D/M
D. Advocate for self with others (i.e. reasonable accommodations, disclosure of disabilities)	D/M
E. Monitor and evaluate goals (i.e. personal, employment, educational, daily living)	D/M
F. Develop an awareness of legal rights (i.e. IDEA, 504, ADA)	D/M
<b>II. Strategies and Learning</b>	
A. Continue to practice and generalize strategies specific to their needs and transfer to other settings (ie. college, occupations, personal life)	D/M
B. Continue to manage use of an academic scheduler	D/M
C. Demonstrate successful use of technology specific to disability area	I/D/M

## Programming for Students with Emotional Disturbance EQUIP

**GRADE:** 9-12 or Year 1-4

**TERM:** One Semester

**CREDIT:** One-Half

**PREREQUISITE:** None

**COURSE DESCRIPTION:** This is a course that teaches social skills, moral reasoning, and anger management. These skills will assist students in social relationships in school, at home, in the work place, and in daily living. Students will receive instruction, will role play social situations, and will practice skills in the “real world”. In addition, students will partake in service learning projects at school and in the community.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

<b>Objectives</b>	9	10	11	12
Equipping with mature moral judgment by identifying thinking errors (self-centered, blaming others, minimizing/mislabeling, assuming the worst)	IDM	IDM	IDM	IDM
Equipping with skills to manage anger and correct thinking errors	IDM	IDM	IDM	IDM
Equipping with social skills (expressing a complaint constructively, caring for someone who is sad or upset, dealing constructively with negative peer pressure, keeping out of fights, helping others, preparing for a stressful conversation, dealing constructively with someone angry at you, expressing care and appreciation, dealing constructively with someone accusing you of something, responding constructively to failure)	IDM	IDM	IDM	IDM
Engage in service learning projects	IDM	IDM	IDM	IDM

## Programming for Students with Emotional Disability Hidden Social Curriculum

**GRADE:** 9-12 or Year 1-4

**TERM:** One Semester

**CREDIT:** Unit

**PREREQUISITE:** Teacher Referral

**COURSE DESCRIPTION:** This course is designed to teach social skills based on the hidden curriculum in a variety of areas that impact daily living as well as the ability to function in the community. Students will receive direct instruction in appropriate school and community behavior. They will also be encouraged to evaluate their own social skills and positively develop them to improve their overall level of social functioning.

The above course content will be taught over a period of four years (or more dependent on individual student needs). Individual student ability and needs will dictate what mastery level is achieved.

<b>Objectives</b>	9	10	11	12
Complete social skills assessment to determine areas of strengths and weaknesses	IDM	IDM	IDM	IDM
Identify and perform appropriate school behaviors according to the hidden curriculum	IDM	IDM	IDM	IDM
Identify and perform appropriate community life skills according to the hidden curriculum	IDM	IDM	IDM	IDM
Identify and perform appropriate friendship skills according to the hidden curriculum	IDM	IDM	IDM	IDM
Expand understanding and use of pragmatic language as it relates to social situations	IDM	IDM	IDM	IDM