**SPECIAL EDUCATION**

Federal and state laws require all public school districts to provide a free, appropriate, and individualized education for all students with disabilities. Students’ disabilities range from very mild (requiring minimal support and modification of curricula) to severe impairment (requiring major support mechanisms, modifications to the curriculum, and/or alternative curricula). All special education teachers must be credentialed by the state for the specific instruction or services they provide to students with disabilities.

An Individualized Education Program (IEP) is written for students whose education is affected by their disabilities. The IEP is developed by the IEP team with the participation of the student’s parents or guardians. Students in grades TK–12 may take any combination of general and special education courses from the district’s curriculum continuum, according to their educational needs and present abilities as indicated on their IEPs.

**CURRICULUM CONTINUUM**

The chart on page SPED-2 offers a graphic overview of the curriculum available to students with IEPs. The curriculum has four emphases, each of which is discussed in this section:

- Functional Skills
- Applied Skills
- Multilevel Curriculum
- General Education

**SUPPORTS AND SERVICES ACROSS THE CURRICULA**

Support-service courses assist students in the functional-skills, applied-skills, multilevel, and general curricula. Each student’s needs, as indicated on his or her IEP, determine that student’s placement in support-service courses. Mastery of support-service course content is assessed through standards or outcomes and/or the IEP process.

**IDENTIFICATION OF STUDENTS**

Students with disabilities are identified as those:

- with specific learning disabilities
- with intellectual disabilities
- with speech and language impairments
- with orthopedic impairments
- with other health impairments
- who are socially and emotionally disturbed
- who are deaf, hard of hearing, deaf and blind, multihandicapped, or visually handicapped

Children with exceptional needs from birth through secondary school are accommodated within the special education program. See “Early Childhood Special Education Curriculum” below for an overview of the preschool program. California Education Code section 56026 makes provisions for older students. A student who is enrolled in or is eligible for a program prior to his or her 19th birthday, and who has not completed the prescribed course of study resulting in a diploma, may continue in the program until age 22.

**REPORTING STUDENT PROGRESS**

Students will receive progress reports at least as often as general education students. In addition, the IEP process can be used at regular reporting periods to monitor students’ growth relative to their individual goals and objectives.

**VARIATION OF SUBJECTS AND MATERIALS**

Special educators use approved curricula as recommended by the subject-area department and/or program, but are responsible for modifying the subject content, mode of delivery, and student response in accordance with an individual student’s educational needs. The principal means of delivering course content is through the use of basic texts and materials. Teaching strategies recommended by the subject-area department and/or program are used. Teachers make appropriate use of the district’s teaching guides and guidelines, as well as standards.

**EARLY CHILDHOOD SPECIAL EDUCATION CURRICULUM**

The preschool special education curriculum is a developmentally based program designed to develop thinking, language, social-emotional, and physical skills in preschool children. This program uses appropriate materials and experiences that challenge children to develop and use capacities that are emerging at their particular developmental stages. The *Creative Curriculum for Early Childhood* is used as the curricular guide. The program makes extensive use of speech and language, occupational, and physical therapists, adapted physical education teachers, nurses, and parent facilitators, as well as other specialists with expertise in specific types of disabilities.
### Curriculum Continuum Serving Students with Disabilities, TK–12

<table>
<thead>
<tr>
<th><strong>Functional Skills</strong></th>
<th><strong>Applied Skills</strong></th>
<th><strong>Multilevel Curriculum</strong></th>
<th><strong>General Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on skills that are used in daily activities within the domestic, community, recreation, vocational, and core focus areas. Curriculum and lesson plans for these courses are based on alternate standards.</td>
<td>Emphasis on basic academic skills as well as functional and daily/independent living skills. Enrollment in an applied course may be paired with the general course enrollment.</td>
<td>Emphasis on general education standards with modifications and/or accommodations to the curriculum. These courses address the same standards and/or outcomes as those in the general education course of study. Enrollment in a multilevel course must be paired with the general education course enrollment.</td>
<td>Emphasis on general education standards. To the maximum extent possible, students with disabilities must be educated in the regular classroom. Options for special education support include co-teaching, collaboration, and/or consultation. If a student is to receive Specialized Academic Instruction (SAI) support in general education, this must be documented on the student’s IEP.</td>
</tr>
</tbody>
</table>
| **Student Profile:**  
- Moderate/severe disabilities  
- Students enrolled are on-track to receive a Certificate of Completion  
- Students receive elective course credit | **Student Profile:**  
- Moderate/severe disabilities  
- Students enrolled are on-track to receive a Certificate of Completion  
- Students receive elective course credit | **Student Profile:**  
- Mild/moderate disabilities  
- Students enrolled are on-track to receive a diploma  
- Students in grades 9–12 receive elective credit toward graduation | **Student Profile:**  
- Mild/moderate disabilities  
- Students enrolled are on-track to receive a diploma  
- Students in grades 9–12 receive subject-area credit toward graduation |

**Course success evaluated through the IEP process.**  
Students in grades 9–12 receive elective credit.  
Goal is Certificate of Completion.

Content mastery assessed in relation to course standards or outcomes, or the IEP process.  
Graduation goal is a diploma.

**Overview:**  
Based on assessed needs, students with moderate to severe disabilities who require this intensive level of support have not shown progress in general education, even with significant accommodations and modifications to the curriculum.

**Overview:**  
Based on assessed needs, students with moderate to severe disabilities who require this level of support need modifications in order to access the general education curriculum. Applied courses can be stand-alone or can be paired with a general education course, depending on the student.

**Overview:**  
Based on assessed needs, students with mild to moderate disabilities that require this level of support are working on general education standards and require significant accommodations. They are concurrently enrolled in a general education course that corresponds to the multilevel course.

**Overview:**  
Students with mild to moderate disabilities should first be provided with reasonable accommodations in general education. Students may not require the intensive support offered in a multilevel course.

The instructional design, as designated on the student’s IEP, balances a diagnostic/corrective intervention with an experiential interactive approach. Prerequisite skills necessary for success in kindergarten or other appropriate learning environments are emphasized: attentiveness, language and speech development, visual and auditory perception necessary for recognition and discrimination, fine and gross motor skills, socialization, and self-help.

Progress is reported through systems of direct contact with parents: home visits, telephone calls, communication booklets, and the IEP process.

**Major Outcomes**

Students will:
- Practice language development/pre-reading skills through listening, speaking, and/or signing vocabulary when appropriate.
- Learn mathematics skills needed to better understand concepts of time, basic shapes, matching, classification, and spatial relationships.
- Practice social/prevocational skills that enhance self-concept and include sharing, accepting responsibility, developing friendships, observing the rights of others, and identification of different occupations.
• Participate in race/human relations activities that provide multicultural/multiracial experiences.
• Use songs, stories, pictures, and experiences to develop awareness and curiosity about the natural world.
• Develop skills necessary for independence in areas of eating, dressing, and toileting, as well as appropriate health and safety habits.
• Participate in art activities that stress the child’s experience with the creative process, not the product.

• Participate in dance movements, singing, and playing of musical instruments.
• Participate in activities that enhance sensorimotor integration, gross and fine motor skills, and physical fitness.

The preschool curriculum is available from the Early Childhood Special Education (ECSE) Program offices at Whittier Center, 3401 Clairemont Drive, 92117, phone (858) 490-8500.

### Special Day Classes

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/Toddler</td>
<td>SDC_IN</td>
<td>Special Day-Infant</td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>SDC_ECSE</td>
<td>Special Day-Early Childhood</td>
<td>This course can be used for Early Childhood DHH and MPC classes.</td>
</tr>
<tr>
<td></td>
<td>SDC_NTK</td>
<td>SpecDay-MildMod/TK</td>
<td>One class may have multiple rosters depending on the grade levels of the students in the class.</td>
</tr>
<tr>
<td></td>
<td>SDC_NK</td>
<td>SpecDay-MildMod/Kinder</td>
<td>These course can be used for the Elementary School VI class.</td>
</tr>
<tr>
<td></td>
<td>SDC_N1</td>
<td>SpecDay-MildMod/First</td>
<td>This series of courses replaces former STARS courses.</td>
</tr>
<tr>
<td></td>
<td>SDC_N2</td>
<td>SpecDay-MildMod/Second</td>
<td>Students formerly enrolled in PACE courses may be enrolled in this series of courses depending on the credential of the teacher of record.</td>
</tr>
<tr>
<td></td>
<td>SDC_N3</td>
<td>SpecDay-MildMod/Third</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_N4</td>
<td>SpecDay-MildMod/Fourth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_N5</td>
<td>SpecDay-MildMod/Fifth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_N6</td>
<td>SpecDay-MildMod/Sixth</td>
<td></td>
</tr>
<tr>
<td>Mild/Moderate</td>
<td>SDC_MSTK</td>
<td>Spec Day-ModSevere/TK</td>
<td>One class may have multiple rosters depending on the grade levels of the students in the class.</td>
</tr>
<tr>
<td>Elementary School</td>
<td>SDC_MSK</td>
<td>Spec Day-ModSevere/Kinder</td>
<td>This series of courses replaces former ILS courses.</td>
</tr>
<tr>
<td></td>
<td>SDC_MS1</td>
<td>Spec Day-ModSevere/First</td>
<td>Students formerly PACE course may be enrolled in this series of courses depending on the credential of the teacher of record.</td>
</tr>
<tr>
<td></td>
<td>SDC_MS2</td>
<td>Spec Day-ModSevere/Second</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_MS3</td>
<td>Spec Day-ModSevere/Third</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_MS4</td>
<td>Spec Day-ModSevere/Fourth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_MS5</td>
<td>Spec Day-ModSevere/Fifth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_MS6</td>
<td>Spec Day-ModSevere/Sixth</td>
<td></td>
</tr>
<tr>
<td>Physically Handicapped (PH) and (MPC) Elementary School</td>
<td>SDC_PTK</td>
<td>Spec Day-Phys Hndcp/TK</td>
<td>One class may have multiple rosters depending on the grade levels of the students in the class.</td>
</tr>
<tr>
<td></td>
<td>SDC_PK</td>
<td>Spec Day-Phys Hndcp/Kinder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_P1</td>
<td>Spec Day-Phys Hndcp/First</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_P2</td>
<td>Spec Day-Phys Hndcp/Second</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_P3</td>
<td>Spec Day-Phys Hndcp/Third</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_P4</td>
<td>Spec Day-Phys Hndcp/Fourth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_P5</td>
<td>Spec Day-Phys Hndcp/Fifth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_P6</td>
<td>Spec Day-Phys Hndcp/Sixth</td>
<td></td>
</tr>
<tr>
<td>Deaf-Hard of Hearing (DHH) Elementary School</td>
<td>SDC_DTK</td>
<td>Spec Day-DHH/TK</td>
<td>One class may have multiple rosters depending on the grade levels of the students in the class.</td>
</tr>
<tr>
<td></td>
<td>SDC_DK</td>
<td>Spec Day-DHH/Kinder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_D1</td>
<td>Spec Day-DHH/First</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_D2</td>
<td>Spec Day-DHH/Second</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_D3</td>
<td>Spec Day-DHH/Third</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_D4</td>
<td>Spec Day-DHH/Fourth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_D5</td>
<td>Spec Day-DHH/Fifth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SDC_D6</td>
<td>Spec Day-DHH/Sixth</td>
<td></td>
</tr>
</tbody>
</table>
Functional Skills

The functional-skills curriculum emphasizes skills that are used in daily activities within the domestic, community, recreation, vocational, and core focus areas. These courses are based on alternate academic achievement standards, as determined by the State Board of Education. From these areas, specific critical skills or objectives are selected within each subject/course. Skills critical to students’ participation in identified current and future environments are emphasized. The identified environments should be consistent with the environments common in the daily life of an individual of the same age who is not disabled.

Mastery of course content is assessed through the IEP process, which uses the following criteria to determine which specific skills will be developed:

- Age appropriateness
- Ultimate functioning (curricular activities selected lead to criterion performance in the natural environments)
- Instruction within the natural setting
- Verification of skill generalization to the natural setting, either by observed student performance, or instruction in that setting (instructional inference)
- Necessary adaptations to allow students to participate independently to the fullest extent possible

Students who complete this course of study receive a Certificate of Completion. At the elementary level, the functional-skills subjects of language arts, mathematics, science, and history–social science address the environmental focus areas in the same manner as described within the secondary functional-skills courses. Instructional emphasis varies due to individual needs and age appropriateness, as defined in the student’s IEP.

The titles and course numbers of secondary functional-skills courses are shown in the table below and are described in the following pages. For information on courses included in the table below but without descriptions, please contact the Special Education Program Division at (619) 725-7700.

All courses within the 7000 series are the responsibility of the Executive Director, Special Education Program Division.

<table>
<thead>
<tr>
<th>Course of Study Subject Area</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Technical Education</td>
<td>7140</td>
<td>Functional Consumer and Family Studies 5th</td>
</tr>
<tr>
<td></td>
<td>7143</td>
<td>Functional Consumer and Family Studies 6th–8th</td>
</tr>
<tr>
<td></td>
<td>7144</td>
<td>Functional Consumer and Family Studies 9th–12th</td>
</tr>
<tr>
<td></td>
<td>7150</td>
<td>Functional Transition Skills 5th</td>
</tr>
<tr>
<td></td>
<td>7153</td>
<td>Functional Transition Skills 6th–8th</td>
</tr>
<tr>
<td></td>
<td>7154</td>
<td>Functional Transition Skills 9th–12th</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>7160</td>
<td>Functional Language Arts 5th</td>
</tr>
<tr>
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<td>7162</td>
<td>Functional Language Arts 6th–8th</td>
</tr>
<tr>
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<td>7163</td>
<td>Functional Language Arts 9th–12th</td>
</tr>
<tr>
<td>History–Social Science</td>
<td>7120</td>
<td>Functional Social Studies 5th</td>
</tr>
<tr>
<td></td>
<td>7122</td>
<td>Functional Social Studies 6th–8th</td>
</tr>
<tr>
<td></td>
<td>7123</td>
<td>Functional Social Studies 9th–12th</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7130</td>
<td>Functional Mathematics 5th</td>
</tr>
<tr>
<td></td>
<td>7132</td>
<td>Functional Mathematics 6th–8th</td>
</tr>
<tr>
<td></td>
<td>7133</td>
<td>Functional Mathematics 9th–12th</td>
</tr>
<tr>
<td>Science</td>
<td>7110</td>
<td>Functional Science 5th</td>
</tr>
<tr>
<td></td>
<td>7112</td>
<td>Functional Science 6th–8th</td>
</tr>
<tr>
<td></td>
<td>7113</td>
<td>Functional Science 9th–12th</td>
</tr>
</tbody>
</table>
The following Functional Special Education course descriptions are arranged by **alphabetically.** Refer to the table on page SPED-4 for guidance.

**FUNCTIONAL CONSUMER AND FAMILY STUDIES 5TH (7140)**
Grade level: 5
Prerequisites: None
Course duration: One semester; may be repeated for credit

**COURSE DESCRIPTION**
This course is for students with IEPs and covers the following instructional areas: healthy choices; peer relationships, roles and responsibilities in the family, sexual health, career exploration and basic nutrition. This course is for students with IEPs and covers the following instructional areas: healthy choices; peer relationships, roles and responsibilities in the family, sexual health, career exploration and basic nutrition.

**BASIC TEXTS AND TEACHING GUIDES**
SDUSD Transition Skills Curriculum, 2008.

---

**FUNCTIONAL CONSUMER AND FAMILY STUDIES 6TH–8TH (7143)**
Grade level: 6–8
Prerequisites: None
Course duration: One semester; may be repeated for credit

**COURSE DESCRIPTION**
This course is for students with IEPs and is intended to prepare them for family life, health, and work. Students develop knowledge and skills in the area of responsible citizenship, family responsibilities, and work readiness. They develop critical-thinking skills that enable them to understand how consumer choices affect personal and family health and the environment.

**BASIC TEXTS AND TEACHING GUIDES**
SDUSD Transition Skills Curriculum, 2008.

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**FUNCTIONAL CONSUMER AND FAMILY STUDIES 9TH–12TH (7144)**
Grade level: 9–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

**COURSE DESCRIPTION**
This course is for students with IEPs and is intended to prepare them for family life, work and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for becoming responsible citizens and leaders in the family, community, and work; promoting optimal nutrition and wellness across the life span; managing resources to meet the material needs of individuals and families; balancing personal, home, family, and work lives; using critical and creative thinking skills to address problems in diverse family, community, and work environments; successful life management, employment, and career development; functioning effectively as providers and consumers of goods and services; appreciating human worth and accepting responsibility for one’s actions; and success in family and work life.

**BASIC TEXTS AND TEACHING GUIDES**

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**FUNCTIONAL LANGUAGE ARTS 5TH (7160)**
Grade level: 5
Prerequisites: None
Course duration: One semester; may be repeated for credit

**COURSE DESCRIPTION**
This course provides a full, balanced, and integrated curriculum that is literacy-based, functional, meaningful, and draws on each student’s experience. The instructional program emphasizes reading/writing, reading comprehension, writing, listening and speaking, and the teaching of communication skills in meaningful contexts. Instruction incorporates a balance and variety of content-appropriate teaching methods, adaptive materials, and use of alternate standards that support the student’s needs. A variety of high- and low-tech individual adaptations may be utilized in order for students to access the content area. Generalization of functional language skills across school, home, and community environments is the desired outcome to maximize the student’s independence and participation in all aspects of life.

**BASIC TEXTS AND TEACHING GUIDES**
Functional Language Arts materials kits.
FUNCTIONAL LANGUAGE ARTS 6TH–8TH
(7162)
Grade level: 6–8
Prerequisites: None
Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION
Students develop age-appropriate, individualized language arts and functional communication skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include using a functional communication system, participating in adapted thematic literature units, participation in content area within the general education school curriculum, and social interactions with peers. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES

FUNCTIONAL MATHEMATICS 6TH–8TH
(7132)
Grade level: 6–8
Prerequisites: None
Course duration: Two semesters; may be repeated for credit

COURSE DESCRIPTION
Students develop age-appropriate, individualized math skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include using a functional communication system, participating in adapted thematic literature units, understanding community and vocational vocabulary, and social interactions with peers. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES
students to access the content area. Adaptations may be multi-sensory and multi-modality in nature. Activities include being aware of numbers, using a functional communication system to make purchases, using time and calendars, participating in adapted thematic math-related literature units, participation in content area within the general education school curriculum, and the exchange of money within the school and neighborhood community. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

**Basic Texts and Teaching Guides**

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**Functional Mathematics 9th–12th (7133)**

| Grade level: | 9–12 |
| Prerequisites: | None |
| Course duration: | One or two semesters; may be repeated for credit |
| Type of graduation credit earned: | Elective |

**Course Description**
Students develop age-appropriate, individualized math skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Activities include being aware of numbers, using a functional communication system to make purchases, using time and calendars, participating in adapted thematic math-related literature units, participating in content area within the general education school curriculum, and exchanging of money within the school and neighborhood community. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.

**Basic Texts and Teaching Guides**

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**Functional Science 6th–8th (7112)**

| Grade level: | 6–8 |
| Prerequisites: | None |
| Course duration: | Two semesters; may be repeated for credit |

**Course Description**
Students develop age-appropriate, individualized science skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. The instructional program emphasizes functional science activities, including identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of plants, animals, body parts, and senses. Adaptations may be utilized in order for students to access the content area. Generalization of functional science skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of life.

**Basic Texts and Teaching Guides**

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**Functional Science 5th (7110)**

| Grade level: | 5 |
| Prerequisites: | None |
| Course duration: | One semester; may be repeated for credit |

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**Course Description**
Students develop age-appropriate, individualized science skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. The instructional program emphasizes functional science activities, including identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of plants, animals, body parts, and senses. Adaptations may be utilized in order for students to access the content area. Generalization of functional science skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of life.

**Basic Texts and Teaching Guides**
BASIC TEXTS AND TEACHING GUIDES
Functional Science 6th–8th materials kit.

FUNCTIONAL SCIENCE 9TH–12TH (7113)
Grade level: 9–12
Prerequisites: None
Course duration: Two semesters; may be repeated for credit
Type of graduation credit earned: Elective

COURSE DESCRIPTION
Students develop age-appropriate, individualized science skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals are developed. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multi-modality in nature.

Skills include being aware of physical properties and relations within the environment, using the senses, and being aware of plants and animals. Activities include participation in science-related adapted thematic literature units, participation in content area within the general education school curriculum, and applying these skills within the school, neighborhood, and vocational communities, such as dressing appropriately for the current weather. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES
Functional Science 9th–12th materials kit.

FUNCTIONAL SOCIAL STUDIES 6TH–8TH (7122)
Grade level: 6–8
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit

COURSE DESCRIPTION
Students develop age-appropriate, individualized social studies skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals can be developed in the areas of economics, geography, and history. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content areas. Adaptations may be multi-sensory and multi-modality in nature.

Skills include being aware of respectful social relationships, appropriate conflict management strategies, using money, participating in vocational opportunities, traveling within environments, and using calendars and schedules. Activities include participating in related adapted thematic literature units, participating in content area within the general education school curriculum, and applying the skills within the school and neighborhood communities. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES
Functional Social Studies materials kit.

FUNCTIONAL SOCIAL STUDIES 5TH (7120)
Grade level: 5
Prerequisites: None
Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION
In this course students develop age-appropriate, individualized history–social studies skills within the context of the alternate achievement standards for students with moderate/severe disabilities.

BASIC TEXTS AND TEACHING GUIDES
Functional Social Studies 6th–8th materials kit.
FUNCTIONAL SOCIAL STUDIES 9TH–12TH (7123)
Grade level: 9–12
Prerequisites: None
Course duration: One or two semesters; may be repeated for credit
Type of graduation credit earned: Elective

COURSE DESCRIPTION
Students develop age-appropriate, individualized social studies skills within the context of the alternate achievement standards for students with severe disabilities, from which IEP goals can be developed in the areas of civics, economics, geography, and history. A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content areas. Adaptations may be multi-sensory and multi-modality in nature.

Skills include being aware of respectful social relationships, appropriate conflict management strategies, using money, participating in vocational opportunities, traveling within environments, and using calendars and schedules. Activities include participating in related adapted thematic literature units, participating in content area within the general education school curriculum, and applying the skills within the school and neighborhood communities. Generalization of these skills across school, home, and community environments is the desired outcome to maximize students’ independence and participation in all aspects of their lives.

BASIC TEXTS AND TEACHING GUIDES

FUNCTIONAL TRANSITION SKILLS 6TH–8TH (7153)
Grade level: 6–8
Prerequisites: None
Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION
This course is for students with IEPs and provides instruction in the areas of independent living, career exploration, and mobility, and includes community-based instruction.

BASIC TEXTS AND TEACHING GUIDES

FUNCTIONAL TRANSITION SKILLS 9TH–12TH (7154)
Grade level: 9–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

COURSE DESCRIPTION
This course is for students with IEPs and supports their Person Centered Plans and the implementation of their Individual Transition Plans. These areas of instruction include preparing job applications; interview skills and strategies; self-advocacy—requesting accommodations and services; communicating in various situations; money sense—understanding a paycheck and creating a budget; public transportation, and resources after completing their K–12 educations.

BASIC TEXTS AND TEACHING GUIDES
APPLIED SKILLS

The applied-skills curriculum emphasizes basic academic skills as well as functional and daily/independent living skills. Course success is evaluated through the use of the IEP process. Applied-skills courses may be used by students pursuing a Certificate of Completion. At the high school level, applied-skills courses earn elective graduation credit and may also be used in a diploma-bound course of study.

Instructional materials used for applied-skills instruction at the elementary level may vary from those specified in the general education program, based on program guidelines and individual needs. Special education teachers may modify criteria for success as appropriate to the entry-level skills of the students within each subject and grade.

The following guidelines apply to the secondary applied-skills curriculum:

- Students completing the applied-skills course of study must earn a total of 44 semester credits in grades 9–12.
- Drug and sex education are offered by appropriate district staff at the designated grade level(s).
- Students are offered computer experiences.
- A race/human relations component is taught in the history-social science courses, following special education guidelines.
- Work experience(s) is offered through a variety of courses. School sites are encouraged to offer work-experience opportunities.

The titles and course numbers of secondary applied-skills courses are shown in the table below and are described in the following pages. For information on courses included in the table below but without descriptions, please contact the Special Education Program Division at (619) 725-7700.

All courses within the 7000 series are the responsibility of the Executive Director, Special Education Program Division.

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SPED-10
The following Applied Special Education course descriptions are arranged by alphabetically. Refer to the table on page SPED-9 for guidance.

**APPLIED ECONOMICS 1 (7360)**
Grade level: 11–12  
Prerequisites: None  
Course duration: One semester  
Type of graduation credit earned: Elective  
Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

**COURSE DESCRIPTION**

This course covers basics of economics from a personal budget to national spending with its resulting taxation and societal implications. Students analyze the difference between needs and wants and develop a personal budget to demonstrate economic abundance and scarcity. Students analyze both how they have made economic decisions in the past and how decision making can be improved. The course covers principles of saving; charts are developed analyzing the difference among credit unions, banks, and savings and loans for investing savings. The differences between simple and compound interest are demonstrated through calculating paying for a car using each type of financing. Comparisons are made between students’ personal budgets balancing needs and wants with the same issues a business, city, or nation faces and choices leaders must make. Graphic/pictorial representation of the relationship between a government’s spending and taxation is developed.

**BASIC TEXTS AND TEACHING GUIDES**


**APPLIED ENGLISH 9TH–10TH (7343)**
Grade level: 9–10  
Prerequisites: None  
Course duration: Two semesters; may be repeated for credit  
Type of graduation credit earned: Elective  
Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

**COURSE DESCRIPTION**

(The course number and elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a general education English language arts course.)

The Applied English course series develops oral/signed and written language skills required for literacy, independent living, and employment.

**BASIC TEXTS AND TEACHING GUIDES**

Core curricular materials for English language arts, grades 9 and 10.

**APPLIED ENGLISH 11TH–12TH (7344)**
Grade level: 11–12  
Prerequisites: None  
Course duration: Two semesters; may be repeated for credit  
Type of graduation credit earned: Elective  
Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

**COURSE DESCRIPTION**

(The course number and elective credit for this course can be assigned to students who have completed course work, but have not mastered all proficiencies requirements for a general education English language arts course.)

The Applied English course series develops oral/signed and written language skills required for literacy, independent living, and employment.
BASIC TEXTS AND TEACHING GUIDES
Core curricular materials for English language arts, grades 11 and 12.

APPLIED GOVERNMENT 1 (7359)
Grade level: 11–12
Prerequisites: None
Course duration: One semester
Type of graduation credit earned: Elective
Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

COURSE DESCRIPTION
This covers the basic structure of a three-part federal government, the responsibilities of each branch, the checks and balances inherent in the Constitution, and the individual rights and responsibilities of citizens.

Students develop pictorial representations of the seven articles of the Constitution and the 10 amendments of the Bill of Rights. They develop a visual organizer or other pictorial representation of the three branches of government and demonstrate an understanding of the check and balance system they form. Students identify and discuss their own rights and responsibilities as citizens, as well as the dignity and worth of all citizens. Students reflect on how their own political beliefs and attitudes were acquired from family, friends, and school.

BASIC TEXTS AND TEACHING GUIDES

APPLIED MATHEMATICS 5TH–8TH (7303)
Grade level: 5–8
Prerequisites: None
Course duration: One year; may be repeated for credit

COURSE DESCRIPTION
This course helps students develop basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.

BASIC TEXTS AND TEACHING GUIDES

APPLIED MATHEMATICS 9TH–10TH (7313)
Grade level: 9–10
Prerequisites: None
Course duration: One year; may be repeated for credit
Type of graduation credit earned: Elective
Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

COURSE DESCRIPTION
This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, time and measurement, and career awareness.

BASIC TEXTS AND TEACHING GUIDES
Pacemaker Practical Mathematics, Pearson.

APPLIED MATHEMATICS 11TH–12TH (7314)
Grade level: 11–12
Prerequisites: None
Course duration: One year; may be repeated for credit
Type of graduation credit earned: Elective
Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

COURSE DESCRIPTION
This course continues to help students develop basic academic and daily living skills in areas of consumer responsibility, money sense, and career awareness.

BASIC TEXTS AND TEACHING GUIDES
Consumer Mathematics, AGS.

APPLIED READING DEVELOPMENT/ IMPROVEMENT 6TH–8TH (7333)
Grade level: 6–8
Prerequisites: None
Course duration: One semester; may be repeated for credit

COURSE DESCRIPTION
This course provides evaluation and intervention for students with disabilities who are experiencing difficulty with the reading process. Students learn compensatory strategies and participate in remedial instruction in the areas of phonics, sight word acquisition, and comprehension development.
**Basic Texts and Teaching Guides**
*High Point, Level A, Hampton Brown, 2000.*

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**Applied Science/Health 5th–8th (7323)**

**Grade level:** 5–8  
**Prerequisites:** None  
**Course duration:** One or two semesters; may be repeated for credit

**Course Description**
This course provides instruction in understanding good nutrition; personal hygiene; safety in the home, school, and community; basic first aid practices; appropriate use of prescription and nonprescription medicines; identification of medical services within the community; and conservation and pollution issues.

**Basic Texts and Teaching Guides**

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**Applied Science/Health 9th–10th (7324)**

**Grade level:** 9–10  
**Prerequisites:** None  
**Course duration:** Two semesters; may be repeated for credit

**Type of graduation credit earned:** Elective  
**Note:** This course teaches core curriculum concepts but does not meet district standards for a diploma.

**Course Description**
This course provides instruction in understanding the relationship between people and their environment.

**Basic Texts and Teaching Guides**

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**Applied Science/Health 11th–12th (7325)**

**Grade level:** 11–12  
**Prerequisites:** None  
**Course duration:** Two semesters; may be repeated for credit

**Type of graduation credit earned:** Elective  
**Note:** This course teaches core curriculum concepts but does not meet district standards for a diploma.

**Course Description**
(The course number and elective credit for this course can be assigned to students who have completed course work but have not mastered all proficiency requirements for a general education science course.)  
This course provides instruction in medical and emergency care, with appropriate application to everyday living.

**Basic Texts and Teaching Guides**

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**Applied U.S. History 8th (7351)**

**Grade level:** 8  
**Prerequisites:** None  
**Course duration:** Two semesters; may be repeated for credit

**Course Description**
This course covers major events, people, and themes in the development of the United States from the Constitution to World War I (1783–1914). The course uses individual and group participation to develop concepts and products of learning.

Students identify the new nation, westward expansion, and Union and Confederacy on maps and globe. They produce pictorial representations of the Constitution and articles of the Bill of Rights, illustrating their understanding of freedoms guaranteed to all Americans. They develop timelines and other graphic and pictorial representations and charts demonstrating the establishment of the United States as a sovereign nation, the westward expansion, and the causes and major events of the Civil War. They develop comparison charts to represent the ideas of Jefferson and Hamilton and to contrast Union and Confederacy resources, technology, industry, and lifestyle.

**Basic Texts and Teaching Guides**
*Contemporary’s American History 2: After 1865, Wright Group.*

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**Applied U.S. History and Geography 1,2 (7357, 7358)**

**Grade level:** 11–12  
**Prerequisites:** None  
**Course duration:** Two semesters; may be repeated for credit

**Type of graduation credit earned:** Elective  
**Note:** This course teaches core curriculum concepts but does not meet district standards for a diploma.

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SPED-13
COURSE DESCRIPTION
The course briefly reviews U.S. history prior to 1900, then moves forward to cover the rise of industrialism, events leading to World War II, and changing cultural elements including inventions, scientific developments, drama, art, music, and the media.

BASIC TEXTS AND TEACHING GUIDES

APPLIED WORLD HISTORY 7TH (7350)
Grade level: 7
Prerequisites: None
Course duration: Two semesters; may be repeated for credit

COURSE DESCRIPTION
This course covers major world civilizations from 500 to 1789 C.E., including identification of geographic locations on maps and globes, form(s) of government, religions, scientific developments, major art forms, and symbolic representations.

Students develop timelines comparing events, the arts, and scientific developments as they occurred simultaneously in various parts of the world.

BASIC TEXTS AND TEACHING GUIDES
Contemporary’s World History, Wright Group, 2006.

APPLIED WORLD HISTORY AND GEOGRAPHY 1,2 (7355, 7356)
Grade level: 9–10
Prerequisites: None
Course duration: Two semesters; may be repeated for credit
Type of graduation credit earned: Elective

Note: This course teaches core curriculum concepts but does not meet district standards for a diploma.

COURSE DESCRIPTION
This course covers world history from the late 1700s to the present. Students work individually or in interactive groups to locate major countries and empires, colonies of major powers, and immigration patterns on maps and globes. They produce charts, pictorial timelines, visual representations, and maps of major world events through WWI.

BASIC TEXTS AND TEACHING GUIDES
careers. The apprenticeship training program may be taken for multiple credits.

**BASIC TEXTS AND TEACHING GUIDES**
SDUSD Transition Skills Curriculum, 2008.

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**STUDENT APPRENTICESHIP 11TH–12TH (2 HOURS) (7366)**
Grade level: 11–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective
Note: This is a double-period version of Student Apprenticeship 11th–12th (1 Hour) (7369) and earns two units of credit per semester.

**COURSE DESCRIPTION**
This double-period course is designed for students with IEPs to meet the domains of transition (section 602a) of IDEA. This course provides on-the-job training to help students with disabilities transition from school to meaningful careers. The apprenticeship training program may be taken for multiple credits.

**BASIC TEXTS AND TEACHING GUIDES**
SDUSD Transition Skills Curriculum, 2008.

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**TRANSITION SKILLS 6TH–8TH (7363)**
Grade level: 6–8
Prerequisites: None
Course duration: One semester; may be repeated for credit

**COURSE DESCRIPTION**
This course helps students with IEPs gain initial experiences in the areas of self-advocacy, what it means to have a disability, understanding the IEP process, exploring careers, opportunities for post-secondary education, community resources; Person Centered Planning, identifying a personal support system, personal health and safety, and exploring the community.

**BASIC TEXTS AND TEACHING GUIDES**
SDUSD Transition Skills Curriculum, 2008.

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**TRANSITION SKILLS 9TH–10TH (7364)**
Grade level: 9–10
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

**COURSE DESCRIPTION**
This course is designed for students with IEPs to meet the domains of Transition (section 602a) of IDEA. Students identify and explore personal traits through the Person Centered Plan process. They gain knowledge of nutrition and fitness, technology, and sexual health. Students develop a positive awareness of themselves through units on making choices, building a healthy lifestyle, living in their communities, and building healthy relationships. The scope of coursework includes identifying healthy food choices; demonstrating the ability to understand food labels and advertisements; identifying how and where to access physical activities; identifying three ways to avoid accidents on the job; identifying an healthy and safe lifestyle; understanding sexual health and disease; promoting health and disease prevention; building healthily relationships; exploring the importance of nonverbal communication; and self-determination and advocacy.

**BASIC TEXTS AND TEACHING GUIDES**
SDUSD Transition Skills Curriculum, 2008.

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**TRANSITION SKILLS 11TH–12TH (7365)**
Grade level: 11–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

**COURSE DESCRIPTION**
This course is designed for students with IEPs in order to meet the domains of Transition (section 602a) of IDEA. Students identify and explore personal traits through the Person Centered Plan process. They gain knowledge of nutrition and fitness, technology, and sexual health. Students develop a positive awareness of themselves through units on making choices, building a healthy lifestyle, living in your community, and building healthy relationships. The scope of coursework includes: developing a Person...
Centered Plan; describing their disabilities and what accommodations they need to support their learning; demonstrating computer literacy; developing a Career Cruising portfolio; developing positive personal choices; exploring a variety of coping skills in dealing with anxiety, stress, and anger; developing a portfolio of resources for life after K–12 education; preparing for academic accommodations in a post-secondary system; and navigating their community to access employment, education, and resources.

**Basic Texts and Teaching Guides**

SDUSD Transition Skills Curriculum, 2008.

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**Work Incentive (1 Hour) (7368)**

Grade level: 11–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

**Course Description**

Work Incentive is an on-campus work experience program for students with IEPs who are 14 years of age or older. This is typically the first work experience for many students. Students are given the opportunity to learn basic job skills, employer expectations, and social skills that will prepare them for community-based employment. At the conclusion of the course, students will earn elective credits plus will be eligible for a professional reference on their resume. The course is included as part of the student’s class schedule. In addition, students earn a training stipend if all required paperwork is submitted for processing. Typically the student’s stipend is for approximately 50–80 hours.

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**Basic Texts and Teaching Guides**

SDUSD Transition Skills Curriculum, 2008.

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**Work Incentive (2 Hours) (7367)**

Grade level: 11–12
Prerequisites: None
Course duration: One semester; may be repeated for credit
Type of graduation credit earned: Elective

Note: This is a double-period version of Work Incentive (1 Hour) (7368) and earns two units of credit per semester.

**Course Description**

Work Incentive is an on-campus work experience program for students with IEPs who are 14 years of age or older. This is typically the first work experience for many students. Students are given the opportunity to learn basic job skills, employer expectations, and social skills that will prepare them for community-based employment. At the conclusion of the course, students will earn elective credits plus will be eligible for a professional reference on their resume. The course is included as part of the student’s class schedule. In addition, students earn a training stipend if all required paperwork is submitted for processing.

**Basic Texts and Teaching Guides**

SDUSD Transition Skills Curriculum, 2008.
MULTILEVEL COURSES

The multilevel curriculum is designed to accommodate students who are able to meet the district’s approved academic program for graduation but who require instructional supports, including modifications to the curriculum and/or remediation. Multilevel courses for mathematics and English language arts require concurrent enrollment in a core general education course. Mastery of course content is assessed through the use of course standards or outcomes.

Multilevel courses for Career Technical Education or Special Education are based on the needs of students with disabilities. Mastery of course content is assessed through goals included in each student’s Individualized Education Plan. Multilevel Study Skills courses require concurrent enrollment in a core general education course.

The titles and course numbers of secondary multilevel courses are shown in the table below and are described in the following pages. For information on courses included in the table but not described, please contact the Special Education Program Division at (619) 725-7700.

All courses within the 7000 series are the responsibility of the Executive Director, Special Education Program Division.

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The following Multilevel Special Education course descriptions are arranged alphabetically. Refer to the table on page SPED-17 for guidance.

**MULTILEVEL COMMUNICATIVELY HANDICAPPED SKILL BUILDING (7930)**

**Grade level:** 9–12  
**Prerequisites:** Certification and selection by teacher or counselor. Entry level will be determined by the teacher  
**Course duration:** One or two semesters; may be repeated for credit  
**Type of graduation credit earned:** Elective

**COURSE DESCRIPTION**

The content of this special education course is based on the specific communication skills needs of the individual student with disabilities.

**Basic Texts and Teaching Guides**

None.

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**MULTILEVEL ENGLISH 6TH–8TH (7502)**

**Grade level:** 6–8  
**Prerequisites:** Concurrent enrollment in appropriate general education ELA course  
**Course duration:** One or two semesters; may be repeated for credit

**Course Description**

Parallel courses: English 6th/Literacy 6th Block (1542), English 7th/Literacy 7th Block (1543), and English 8th Literacy 8th Block (1559).

Multilevel English 6th–8th is designed to provide students with disabilities with additional support to the core curriculum through reteaching and remediation. This course requires concurrent enrollment in a core general education ELA course.

**Basic Texts and Teaching Guides**

Core curricular materials for English language arts for grades 6 through 8.  
District-approved intervention materials.

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**MULTILEVEL MATH 6TH–8TH (7551)**

**Grade level:** 6–8  
**Prerequisites:** Concurrent enrollment in appropriate general education math course  
**Course duration:** One or two semesters; may be repeated for credit

**Course Description**

Multilevel Math 6th–8th is designed to provide students with disabilities with additional support to the core curriculum through reteaching and remediation. This course requires concurrent enrollment in a core general education mathematics course.

**Basic Texts and Teaching Guides**

Core curricular materials for mathematics for grades 6 through 8.  
District-approved intervention materials.

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**MULTILEVEL MATH 9TH–12TH (7552)**

**Grade level:** 9–12  
**Prerequisites:** Concurrent enrollment in appropriate general education math course  
**Course duration:** One or two semesters; may be repeated for credit  
**Type of graduation credit earned:** Elective

**Course Description**

Multilevel Math 9th–12th is designed to provide students with disabilities with additional support to the core curriculum through reteaching and remediation. This course requires concurrent enrollment in a core general education mathematics course.
**Basic Texts and Teaching Guides**
Core curricular materials for mathematics for grades 9 through 12.
District-approved intervention materials.

**Course Description**
This course focuses on learning/study strategies to ensure maximum success in the general classroom.

**Basic Texts and Teaching Guides**
Core curricular materials for ELA and/or mathematics for grades 9 through 12.
District-approved intervention materials.

**Multilevel Mobility (7910)**
**Grade level:** 9–12
**Prerequisites:** Certification and selection by teacher or counselor
**Course duration:** One or two semesters; may be repeated for credit
**Type of graduation credit earned:** Elective

**Course Description**
The content of the course is based on the mobility training needs of the individual student with disabilities.

**Basic Texts and Teaching Guides**
None.

**Multilevel Study Skills 6th–8th (7955)**
**Grade level:** 6–8
**Prerequisites:** Concurrent enrollment in appropriate general education ELA or math course
**Course duration:** One or two semesters; may be repeated for credit

**Course Description**
This course focuses on learning/study strategies to ensure maximum success in the general classroom.

**Basic Texts and Teaching Guides**
Core curricular materials for ELA and/or mathematics for grades 6 through 8.
District-approved intervention materials.

**Multilevel Visually Handicapped Skill Building (7920)**
**Grade level:** 9–12
**Prerequisites:** Visual handicap and selection by teacher or counselor
**Course duration:** One or two semesters; may be repeated for credit
**Type of graduation credit earned:** Elective

**Course Description**
The content of this special education course is based on the specific skill needs of the individual student who is visually impaired.

**Basic Texts and Teaching Guides**
None.

**Visual Skill Building 6th–8th (7370)**
**Grade level:** 6–8
**Prerequisites:** None
**Course duration:** Two semesters

**Course Description**
The course is designed to help students who are blind or have low vision develop skills so that they can access all district-approved courses. Students will be instructed in Braille following the Braille reading and Braille mathematics standards for their grade level. The course objectives are highly individualized, depending on each student’s needs. Observable behaviors and progress are charted through a Skills Inventory Checklist.

**Basic Texts and Teaching Guides**
None.
WORKABILITY (1 HOUR) (7561)
Grade level: 9–12
Prerequisites: None
Course duration: One or two semesters
Type of graduation credit earned: Practical Arts

COURSE DESCRIPTION
This course teaches students with an IEP vocational skills to help them transition from school to meaningful careers. Students are placed in a community-based paid or unpaid work experience. The student’s job performance will be monitored and evaluated by district personnel.

BASIC TEXTS AND TEACHING GUIDES
Workability time sheets.

WORKABILITY (2 HOURS) (7562)
Grade level: 9–12
Prerequisites: None
Course duration: One or two semesters
Type of graduation credit earned: Practical Arts
Note: This is a double-period version of Workability (1 Hour) (7561) and earns two units of credit per semester.

COURSE DESCRIPTION
This course teaches students with an IEP vocational skills to help them transition from school to meaningful careers. Students are placed in a community-based paid or unpaid work experience. The student’s job performance will be monitored and evaluated by district personnel.

BASIC TEXTS AND TEACHING GUIDES
Workability time sheets.