# Academic Curriculum Review Guide Overview

The *Academic Curriculum Review Guide* is a comprehensive checklist designed to assist school administrators and curriculum review committees in selecting appropriate academic curricula for students with significant cognitive disability. This tool facilitates school districts to conduct a thorough curriculum review by guiding users through the identification of curriculum goals, alignment with standards, and practical considerations, ensuring that the chosen curriculum meets the diverse needs of students with disabilities. While the tool is designed for academic content and for students with significant cognitive disability, it may be adapted for other purposes (e.g., transition curricula) and populations.

## Description of the Checklist:

### *The checklist is divided into three main sections:*

1. **Goals for Adopted Curriculum:** Helps users define the intended use, alignment with standards, and target student population. This section also assesses the availability of professional development and additional goals that the curriculum should meet.
2. **Curriculum Review:** Allows for a detailed assessment of the curriculum's content and characteristics, including lesson formats, differentiation, engagement strategies, use of data, and subject-specific characteristics.
3. **Evaluation:** Users evaluate on how well the curriculum aligns with the stated goals, noting strengths, unmet needs, and overall recommendations.

## How to Use the Checklist:

**Step 1:** Decide if the review will be conducted individually or by a team.

**Step 2:** Clearly define the goals for the curriculum you plan to adopt using Section A.

**Step 3:** Conduct a thorough review of the curriculum using Section B, focusing on practical considerations, alignment with standards, and content-specific characteristics.

**Step 4:** Evaluate how well the curriculum meets the defined goals using Section C, summarizing your findings and making a final recommendation.

## Benefits of Using the Checklist:

**Informed Decision-Making:** The checklist provides a structured approach to evaluating curricula, ensuring that critical factors are considered, from practical implementation to alignment with educational standards.

**Focus on Individualized Needs:** By addressing the specific needs of students with significant cognitive disability, the checklist ensures that selected curricula are inclusive and accessible and support the academic growth and development of students with a variety of needs.

**Comprehensive Review:** The detailed nature of the checklist allows for a thorough evaluation, helping decision-makers choose curricula that offer the necessary support, resources, and training for educators and result in positive student outcomes.

Using the *Academic Curriculum Review Guide* will enable your team to select curricula that not only meet educational standards but also align with the unique needs of your students, fostering an inclusive and supportive learning environment.

# Summaries of Selected Academic Curricula

## Contents


Access Geometry ..... 1

Access Language Arts: WRITE Curriculum ..... 3

Accessible Literacy Learning ..... 5

Early Numeracy ..... 7

Early Literacy Skills Builder for Older Students ..... 9

Early Literacy Skills Builder ..... 11

Explore Earth Science ..... 13

Hands-On Math 2 ..... 15

PCI Reading* ..... 17

Readtopia ..... 19

Simply Science Curriculum ..... 21

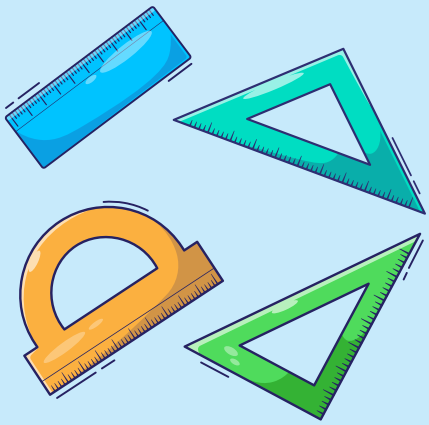
Transition Math ..... 23

Unique Learning System ELA ..... 25

Unique Learning System Math ..... 27

# Access Geometry

Attainment Company, Inc. © 2021 Bree Jimenez Katherine Trela Alicia Saunders Linda Schreiber



### *Grade(s)*

9-12

### *Population*

Students with intellectual disability or autism

### *Publisher-Provided Professional Development*

Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Lessons can be completed in 35–45 minutes and can be individualized for students across a range of abilities.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- The program includes instructor guides, student workbooks, digital versions of instructional and student materials, graphic organizer posters, card sets (i.e., vocabulary words, numbers, symbols, concepts), a time delay procedure card, erasable task analysis cards, manipulatives (e.g., number line, number stamps, ruler, counting cubes), and photos and illustrations.

### *Technology*

- Digital versions of instructional and student materials and online resources (e.g., examples of transformation, volume, and cone calculator) are included.
- Internet is not needed for instruction but can be used to access online resources.

### *Perspectives*

- None to note. The curriculum is written in English.

### *Content Area(s)*

- Mathematics
  - » The lessons target factual and procedural knowledge, including problem-solving, reasoning, and making claims.

### *Alignment*

- There is limited to no alignment with 9th-, 10th-, and 11th-grade Dynamic Learning Maps (DLM) Essential Elements.
- Information about alignment to the National Council of Teachers of Mathematics (NCTM) and Common Core is in the hard copies of the program and online. Information about alignment to individual state standards is on the Attainment website.

### *Content Progression*

- There are four units of study: Properties of Geometric Figures, Geometric Proofs, Geometric Measurement, and Geometric Representations.
  - » Although the units are numbered, no progression or sequence for instruction for the units is noted (i.e., lessons within units should be taught in order, but no progression across units is evident).

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students respond through various methods, such as verbal responses, pointing, eye gaze, sign language, and other alternate communication forms.
- Students are provided alternative writing forms (e.g., problem statements that students can cut out and glue to the page instead of manually writing statements).
- Vocabulary comprehension can be assessed by having students match words with their definitions or corresponding pictures.

### *Representation*

- Picture-supported text is used.
- Real objects to represent content for object users can be utilized.

### *Engagement*

- Students may use graphic organizers.
- Students may use alternate tools to engage with content (e.g., number stamps, Wikki Stix to connect points on a graph).
- Students solve mathematics problems by following the steps of a task analysis and checking off each step as it is completed.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher either notes if the student's response was correct/incorrect, states the correct answer with or without explanation, or hints at the correct answer before the question is repeated for the next trial.

### *Progress Monitoring*

- All units feature summative assessments that include both vocabulary identification and comprehension, as well as content problems.

### *Use of Data*

- Assessments should be given at the end of the unit to determine student performance, with additional lessons provided for students needing further support.
- The suggested mastery criterion for student performance is 90%; however, this criterion can be adjusted for each student.
- Baseline information can be gathered from Lesson 1 student workbook pages and the vocabulary assessment.

### *Advancement*

- The student advances to the next lesson or level by reaching either mastery, partial mastery or at the teacher's discretion.

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# Access Language Arts: WRITE Curriculum

Attainment Company, Inc. © 2019 Rene Zelt Pam Mims Angel Lee Tracie-Lynn Zakas Diane Browder




### *Grade(s)*

6-12

### *Population*

Students with intellectual disability or autism in middle or secondary school

### *Publisher-Provided Professional Development*

Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

# AT A GLANCE *Instructional Features*

### *Lessons*

- An entire lesson may take 45–60 minutes to complete, depending on the length of the chapters and the ability levels of the students in the group.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- The program includes an instructor's guide, Extension instructor's guide, student workbook, Extension student workbook, graphic organizer posters, script cards, vocabulary and topic card sets, laminated sentence strips and dry erase marker, Access Language Arts: WRITE software and iPad app, progress monitoring forms, blank lesson plan, book-specific task analysis summary lessons, card sets and images (e.g., augmentative and alternative communication [AAC] devices, response options), pre-teach opinion paragraph sentence sets, pre-teach challenge and extend activities, adapted stories, and sample opinion paragraphs for each story chapter

### *Technology*

- Access Language Arts: WRITE software is included.
- iPad app is available for use.
- Internet is required to use the app

### *Perspectives*

- None to note. The curriculum is written in English.

### *Content Area(s)*

- Writing
  - » Students write by filling in the blank (e.g., choosing between two items that can go in a sentence).
- Reading
  - » Students access text that may or may not include illustrations.

### *Alignment*

- Standards are not included in hard copies of the program.
- Information about alignment to Common Core and individual state standards is available on the Attainment website.

### *Content Progression*

- The steps in every lesson follow the same sequence: vocabulary (i.e., identification, meaning), pre-teach (i.e., writing terms, parts of an opinion paragraph, key phrases), and reading and writing activities (i.e., chapter reading to form an opinion, writing).
- This template for lesson sequence is used for all lessons. The books students read and write about change.

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students may use an image library while writing.
- Students may use graphic organizers.
- Responses may be written, typed, verbally dictated, preprogrammed in an AAC device, or students may use a word bank.

### *Representation*

- Models for writing are provided.
- The lessons contain objects, photographs, and graphic images.
- Texts are supported with pictures.

### *Engagement*

- A choice of objects, sentences, photographs, or images is available.
- Access Language Arts: WRITE software or iPad app is used for additional practice.
- The material include grade-appropriate texts.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher notes whether the student's response was correct/incorrect, states the correct answer with an explanation, or provides a hint at the correct answer before going to the next trial.

### *Progress Monitoring*

- Progress monitoring forms are provided to collect data and document student progress on the vocabulary activities, Pre-Teach activities, and reading and writing activities for all eight books.

### *Use of Data*

- No guidance on how to use student performance data is included.

### *Advancement*

- Students advance to the next lesson or level at the teacher's discretion.

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# Accessible Literacy Learning

Tobii Dynavox © 2021 Janice Light David McNaughton




### *Population*

Nonverbal students who require augmentative and alternative communication (AAC)

### *Publisher-Provided Professional Development*

Tobii Dynavox provides professional development and training options including live webinars, pre-recorded trainings, a "Help" feature, and ongoing access to a communication team and technical support for assistance. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Students in grades 1–3 receive a minimum of 90 minutes of literacy instruction per day.
- Students who are "at risk" could receive an additional 40–60 minutes, for a total of 130–150 minutes of instruction per day.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- The program includes both a student mode and teacher mode (e.g., control panel for students), online books, and a user's guide.

### *Technology*

- The program is available in three modes: target only, full instruction, and teacher assisted.
- Gaze Interaction software that tracks the student's eye movements and verifies proper positioning for effective use is included.

### *Perspectives*

- None to note. The curriculum is written in English, Swedish, and Norwegian Bokmal.

### *Content Area(s)*

- Reading
  - » Students access text that may or may not include illustrations.
  - » Students access picture-supported text (i.e., words are associated with symbols).

### *Alignment*

- Dynamic Learning Maps (DLM) Assessment: Limited alignment starting in grade 3, as there are no K-2 Essential Elements in the DLM Assessment Blueprint.

### *Content Progression*

There are three stages for instruction that progress through the following sequence. Instruction targeting high interest sight words and shared reading occur across all three stages.

- Stage 1
  - » Sound blending
  - » Letter–sound correspondence 1
- Stage 2
  - » Phoneme segmentation
  - » Letter–sound correspondence 2
  - » CVC word decoding
- Stage 3
  - » Letter–sound correspondence 3
  - » Advanced word decoding
  - » Irregular sight words

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students can respond through various methods such as verbal answers, pointing, eye gaze, and other alternate communication forms.
- Both response delay and the amount of time between instructional prompts can be customized to individual needs.
- Activities can be completed in print or online.

### *Representation*

- Students are able to employ text to speech, and the rate of speech can be customized to individual needs.
- Highlight styles for selected objects can be set to no highlight, outline, invert, or overlay.
- Teachers or software can model sounds (e.g., saying "m"), followed by students looking at pictures and identifying the correct response by matching the sound with the image.

### *Engagement*

- Feedback can be provided by the teacher, software, or a combination of both.
- The program allows for various communication methods, such as pointing, using a head/chin pointer, eye tracking, or switch scanning.
- Teacher-assisted mode allows for flexibility; the teacher can adjust the level of support, targeting engagement through direct interaction.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The script includes when to provide feedback on correctness of responses, varying on whether further explanation is included.

### *Progress Monitoring*

- Progress monitoring is integrated throughout the program, with students advancing after demonstrating mastery of a skill by scoring 80% or higher in two consecutive sessions. Teachers can also use discretion to decide when students move to the next lesson or override the system using the "Set As Acquired" feature. Data are collected in all instructional modes except for practice mode. Teachers can view session history, track student performance, and print detailed reports, including time-stamped activities and individual skill progress.

### *Use of Data*

- The program uses data to track student progress, including session performance, skill acquisition, and readiness, helping teachers make informed decisions about advancement.
- Teachers can access detailed history and reports to view and sort student performance data by time period or topic, and they can monitor specific skills like letter–sound correspondence.

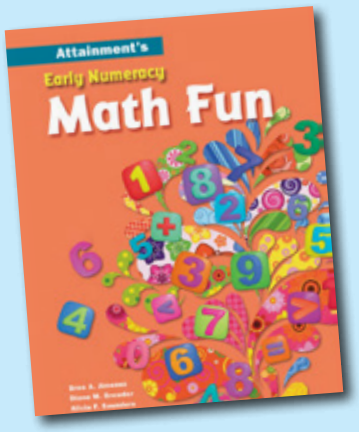
### *Advancement*

- Students advance to the next lesson or level after demonstrating mastery or at the teacher's discretion.

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# Early Numeracy

Attainment Company, Inc. © 2013 Bree A. Jiminez Diane M. Browder Alicia F. Saunders




### *Grade(s)*

Elementary school (K-5)

### *Population*

Students with significant developmental disabilities, including autism

### *Publisher-Provided Professional Development*

Attainment provides the Early Numeracy curriculum for purchase on their website or over the phone. Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- The curriculum includes 24 lessons designed for small-group instruction, with lessons repeated over 4–5 days.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- The program includes a teacher's guide, an implementation guide, an assessment manual, math stories, student response books, math workbooks, lesson manipulatives, and student and teacher materials (e.g., posters, pattern markers, games).

### *Technology*

- A CD with PDF pages is included.
- Internet is not needed for instruction.

### *Perspectives*

- Names, photos, and celebrations are representative of various cultures. The curriculum is written in English.

### *Content Area(s)*

- Math
  - » The lessons target factual and procedural knowledge, including problem-solving.
  - » The lessons include connections to other disciplines (e.g., science).

### *Alignment*

- National Council of Teachers of Mathematics (NCTM): Numbers and Operations, Algebra, Geometry, and Measurement
- There is limited alignment to the Dynamic Learning Maps (DLM) Essential Elements starting in grade 3, as there are no K–2 EEs in the DLM Assessment Blueprint.

### *Content Progression*

- Counting with one-to-one correspondence
- Counting movable and non-movable objects
- Identifying and naming numerals 1–10
- Rote counting to 20
- Creating and adding sets to 10
- Comparing sets for =, >, and <
- Identifying symbols =, >, and <
- Recognizing and extending ABAB patterns
- Creating ABAB patterns
- Measuring using a calendar
- Measuring with nonstandard units
- Measuring with standard units

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students may respond by eye gaze, tapping, clapping, blinking, nodding, Augmentative and Alternative Communication (AAC) device, written responses, verbal responses, or picture response options.
- Suggestions for using AAC devices are located in the teaching manual and implementation guide

### *Representation*

- The curriculum employs the use of manipulatives, visuals, graphic organizers, and stories.
- A teacher model of targeted skills is suggested.
- The teacher's guide includes ideas for embedded instruction.

### *Engagement*

- The curriculum incorporates active student responding (e.g., instructional cues: *Point to*, *Touch*, *Make a set of*, *Show me*).
- Instruction includes the use of manipulatives, games, visuals, stories, and graphic organizers.
- Script includes frequent points at which teachers provide feedback.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The script includes when to provide feedback on correctness of responses, varying on whether further explanation is included.

### *Progress Monitoring*

- A progress monitoring form for each unit is provided to collect data on student responses during the lesson as well as during embedded instruction for each objective.

### *Use of Data*

- Assessments and progress monitoring forms are included. Unit tests are used to determine the starting point within the curriculum (Students move to the next unit once they have reached mastery criterion of 80%).

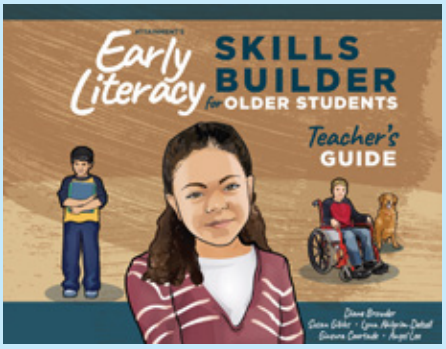
### *Advancement*

- Students advance to the next lesson or level after demonstrating mastery, with partial mastery, or at the teacher's discretion.

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# Early Literacy Skills Builder for Older Students

Attainment Company, Inc. © 2017 Diane Browder Susan Gibbs Lynn Ahlgrim-Delzell Ginevra Courtade Angel Lee




### *Grade(s)*

3-12

### *Population*

Students with significant developmental disabilities, autism, or who use a variety of communication methods

### *Publisher-Provided Professional Development*

Attainment provides personalized professional development to support staff with implementation of the instructional materials, software, and technology. Professional development and training options include live webinars, in-person training, pre-recorded trainings, and ongoing access to account managers and technical support assistance. Pre-recorded trainings are product specific and can be accessed 24/7.

# AT A GLANCE *Instructional Features*

### *Lessons*

- Lessons are designed to last 60 minutes and can be divided into two 30-minute segments.
- An additional lesson extends instruction to approximately 90 minutes daily.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- The program includes an implementation guide, digital files, software and an iPad app, teacher guides, spiral bound books, "Sam Stories", sight word and letter sound cards.

### *Technology*

- The curriculum includes ELSB online and an iPad app.
- Internet is required for instruction.

### *Perspectives*

- None to note. The curriculum is written in English.

### *Content Area(s)*

- Writing
  - » Students have access to all 26 letters of the alphabet.
  - » Students write by speaking or communicating to a scribe.
  - » Students fill in blanks (e.g., choose between two words to complete a sentence).
- Reading
  - » Students access text, with or without illustrations.
  - » Students access picture-supported text (words paired with symbols).

### *Alignment*

- Some alignment is noted with Dynamic Learning Maps Essential Elements (EEs) in grades 3–5.
- There is limited alignment with EEs beyond grade 5.
  - » Nine of the 14 objectives are on early literacy and decoding skills.
  - » Five objectives address vocabulary and story questions.

### *Content Progression*

- Structured approach to mastering 14 sequential objectives, adding complexity at higher levels
- Features a spiraling technique to revisit skills (i.e., maintenance) at more advanced stages
- Sight words
- Saying or pointing to text
- Answering literal questions
- Syllable and phoneme segmentation
- Letter-sound correspondences
- Blending sounds
- Vocabulary
- Vocabulary in writing

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students respond through various methods, such as verbal responses, pointing, eye gaze, sign language, and other alternate communication forms.
- Suggestions are included for using augmentative and alternative communication (AAC) devices in the teaching manual and implementation guide.
- Students are able to express their knowledge using the ELSB app.

### *Representation*

- Picture supports and chunks of information in manageable parts are used.
- The curriculum provides scaffolding and includes models of targeted skills.
- Teachers use visual and voice pairing to enhance student comprehension.

### *Engagement*

- Computer-assisted instruction is incorporated.
- Attention-getting techniques, with visual and auditory cues, featuring Moe the Frog as the main character, are used.
- Clear expectations, frequent feedback, and models of expected skills are emphasized.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher notes if the student's response was correct/incorrect, or states the correct answer without explanation

### *Progress Monitoring*

- Assessments are integrated at each level of the "Building With Sounds and Symbols" component.
- The ELSB for Older Students app, detailed records of student performance, including summative assessments, are maintained on the Attainment HUB or the iPad app.

### *Use of Data*

- Assessments are used to determine student mastery before progressing to the next level.
- Although 75% mastery may be adequate for some, 90% is recommended for most students.
- After completing Lesson 5 of a level, an assessment is administered.
  - » Students who meet the mastery criterion can advance.
  - » For students who do not meet mastery criterion, options include repeating the lessons, reviewing selected objectives, or continuing to the next level with additional support.
- Group scores can also be used to determine whether to keep the group intact or divide the group by mastery level.

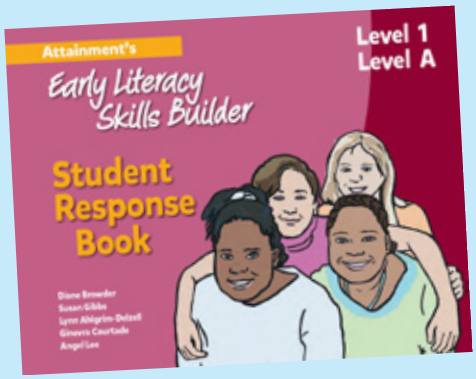
### *Advancement*

- Students advance to the next lesson or level when students meet mastery, partial mastery or at the teacher's discretion.

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# Early Literacy Skills Builder

Attainment Company, Inc. © 2007; revised 2016 Diane Browde Susan Gibbs Lynn Ahlgrim-Delzell Ginevra Courtade Angel Lee




### *Grade(s)*

K-5

### *Population*

Students with significant developmental disabilities, autism, or who use a variety of communication methods

### *Publisher-Provided Professional Development*

Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Lessons are designed to last 60 minutes and can be divided into two 30-minute segments.
- An additional *Building with Stories* lesson extends instruction to approximately 90 minutes daily.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- The program includes an Implementation guide, an iPad app, electronic files, teacher guides, student response books, and tools like an easel book, sight word flashcards, and a Magnetic dry erase board
- Attainment HUB contains all electronic files.

### *Technology*

- The curriculum includes ELSB Online and an iPad app.
- Internet is only required for instruction using the app.

### *Perspectives*

- None to note. The curriculum is written in English.

### *Content Area(s)*

- Writing
  - » Students have access to all 26 letters of the alphabet.
  - » Students write by speaking or communicating to a scribe.
  - » Students fill in blanks (e.g., choose between two words to complete a sentence).
- Reading
  - » Students access text, with or without illustrations.
  - » Students access picture-supported text (words paired with symbols).

### *Alignment*

- There is limited alignment with Dynamic Learning Maps (DLM) Essential Elements (EEs) starting in grade 3, as there are no K–2 EEs in the DLM Assessment Blueprint.
- Nine of the 14 objectives are on early literacy and decoding skills.
- Five objectives address vocabulary and answering story questions.

### *Content Progression*

- ELSB employs a structured approach to mastering 14 sequential objectives, adding complexity at higher levels.
- Features a spiraling technique to revisit skills (i.e., maintenance) at more advanced stages.
- Sight words
- Saying or pointing to text
- Answering literal questions
- Syllable and phoneme segmentation
- Letter-sound correspondences
- Blending sounds
- Vocabulary
- Vocabulary in writing

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students respond through various methods, such as verbal responses, pointing, eye gaze, sign language, and other alternate communication forms.
- Suggestions are included for using augmentative and alternative communication (AAC) devices in the teaching manual and implementation guide.
- Students are able to express their knowledge using the ELSB app.

### *Representation*

- Picture supports and chunks information in manageable parts are used.
- The curriculum provides scaffolding and includes models of targeted skills.
- Teachers use visual and voice pairing to enhance student comprehension.

### *Engagement*

- Computer-assisted instruction is incorporated.
- Attention-getting technique, with visual and auditory cues, such as featuring Moe the Frog as the main character, are used.
- Clear expectations, frequent feedback, and models of expected skills are emphasized.

## *Assessment and Data*

### *Instructional Feedback to Students*

- Teacher notes if the student's response was correct/incorrect, or states the correct answer without explanation.

### *Progress Monitoring*

- Assessments are integrated at each level of the "Building With Sounds and Symbols" component.
- The ELSB app, detailed records of student performance, including summative assessments, are maintained on the Attainment HUB or the iPad app.

### *Use of Data*

- Assessments are used to determine student mastery before progressing to the next level.
- While 75% mastery may be adequate for some, 90% is recommended for most students.
- After completing Lesson 5 of a level, an assessment is administered.
  - » Students who meet the mastery criterion may advance.
  - » For students who do not meet the mastery criterion, options include repeating the lessons, reviewing selected objectives, or continuing to the next level with additional support.
- Group scores can also be used to determine whether to keep the group intact or divide the group by mastery level.

### *Advancement*

- Students advance to the next lesson or level when students meet mastery, partial mastery or at the teacher's discretion.

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# Explore Earth Science

Attainment Company, Inc. © 2021 Abby Davies Susan Pearce Angel Lee




### *Grade(s)*

6-12

### *Population*

Middle and high school students with limited reading abilities, including those with intellectual disability or autism

### *Publisher-Provided Professional Development*

Attainment provides the Simply Science curriculum for purchase on their website or over the phone. Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Estimated length of time to complete lessons is not reported.
- The lessons follow a strict script with expectations for fidelity

### *Materials*

- The program includes instructor's guide, models of Earth and Jupiter, consumable student workbooks, Big Idea cards, student books, vocabulary cards, a time delay procedure card and a model-lead-test procedure card.

### *Technology*

- Online resources such as copies of worksheets, images, graphic organizers, and videos are available.
- Internet is not needed for instruction but can be used to access online resources.

### *Perspectives*

- None to note. The curriculum is written in English.

### *Content Area(s)*

- Science
  - » Lessons target factual knowledge.
  - » Lessons include connections to other disciplines (e.g., English language arts).
- Writing
  - » Students have access to all 26 letters of the alphabet.
  - » Students write with pictures.
  - » Students write by speaking or communicating to a scribe.
  - » Students write by filling in the blank (e.g., choosing between two items that can go in a sentence).
- Reading
  - » Students access text that may or may not include illustrations.

### *Alignment*

- Standards are not included in hard copies of the program.
- Information about alignment to Next Generation Science Standards (NGSS) and individual state standards can be found on the Attainment website.

### *Content Progression*

There is no identifiable progression of content across units.

- Exploring Earth
- The Geosphere
- The Hydrosphere
- The Atmosphere
- The Biosphere
- Space Science

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students respond through physical modes that may include pointing to, pulling off response options, or eye gazing at a selected option.
- There are flexible assignment formats, such as traditional writing, an oral presentation, a skit, or an infographic.
- A variety of support tools are available to complete assignments or projects (e.g., grammar tools, sentence starters, word banks, or word predictors).

### *Representation*

- Large photos representing concepts and vocabulary are included.
- Physical objects or representations for concepts and vocabulary are used.
- Teachers are encouraged to connect concepts and vocabulary to the learner's experiences and background knowledge

### *Engagement*

- Students are asked to follow along with a teacher-read text.
- Lessons can be divided into small increments.
- When possible, students are given choices regarding what activity to complete and how the activity is completed.

## *Assessment and Data*

### *Instructional Feedback to Students*

- Before moving to the next trial, the instructor indicates correctness of responses in some lessons, provides the correct answer without explanation in others, or hints at the correct answer before the next trial.

### *Progress Monitoring*

- Progress monitoring involves checking student understanding after each lesson by asking two questions from the chapter quiz.
- Additional checks include sentence completion tasks (e.g., "Soil is made up of rocks, water, air, and parts of dead _____ and _____") and reviewing the KWL chart.
- The quizzes serve as a review tool, allowing flexibility in how they are administered. They are not used as formal comprehension assessments.

### *Use of Data*

- Data on student performance is measured using two question chapter quizzes and sentence and graphic organizer responses.
- No guidance on how to use student performance data is included.

### *Advancement*

- Students advance to the next lesson or level at the teacher's discretion.

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# Hands-On Math 2

Attainment Company, Inc. © 2017, 2019 Don Bastian Karen Wenger




### *Grade(s)*

Specific grades are not reported

### *Population*

Students of any age with intellectual disability or autism

### *Publisher-Provided Professional Development*

Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Estimated length of time to complete lessons is not reported.
- Lessons are semi-scripted, with a script offered as an example and/or general guidance with some example statements or questions.

### *Materials*

- The program includes instructor's guide, student books, consumable student workbooks, Hands-On Math 2 kit (e.g., number lines, blue foam sheets, decimal and money pieces, TimeWheel, objects to measure), and Look at Math flash drive with PDF files, including image library.

### *Technology*

- *Look at Math* flash drive with PDF files is included.
- Internet is not needed for instruction.

### *Perspectives*

- Stories have character names and images that represent various cultures. The curriculum is written in English.

### *Content Area(s)*

- Mathematics
  - » The lessons target factual and procedural knowledge, including problem-solving, reasoning, and making claims.

### *Alignment*

- Alignment with National Council of Teachers of Mathematics (NCTM) with Numbers and Operations, and Measurement are identified within the program.
- Using the provided NCTM standards, strong alignment to the Dynamic Learning Maps Essential Elements (EEs) within the DLM Assessment Blueprint in grades 3–5 was noted; no alignment was noted for the EEs in grades 6–8.
- State standards are not included in hard copies of the program. Information about alignment to the Common Core and individual state standards can be found on the Attainment website.

### *Content Progression*

The content within two of the units progress, but there is no progression across units within the program.

- Numbers
  - » Add and subtract
  - » Multiply and divide
  - » Positive and negative numbers
  - » Algebra
- Measurement
  - » Standard and metric measures
  - » Time
  - » Money
  - » Measure geometric shapes
- Fractions
  - » Compare fractions
  - » Add and subtract fractions
  - » Working with fractions

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students may say, write, or demonstrate their responses.
- Students show their math understanding using physical manipulatives like number lines, color-coded pieces, fraction dice, and counting cubes.
- The GoWorksheet app allows students to complete worksheets on iPads.

### *Representation*

- The program includes visual supports such as illustrations, downloadable PDFs, and interactive number lines.
- Lessons are supplemented with physical objects and digital tools, including GoWorksheet for iPads.
- Manipulatives are used to provide visual demonstrations.

### *Engagement*

- Teachers use whiteboards to provide additional examples and interactive problem-solving.
- Hands-on materials such as number lines and counting objects encourage participation and engagement.

## *Assessment and Data*

### *Instructional Feedback to Students*

- Teacher provides the correct answer without explanation in some lessons, or they hint at the correct answer before the next trial.

### *Progress Monitoring*

- Progress monitoring is integrated throughout the program, and quizzes are provided at the end of each chapter to assess student progress.

### *Use of Data*

- Teachers use data from quizzes at the end of each chapter to assess students' progress and determine their readiness to advance to the next lesson.
- Students advance after demonstrating mastery of a skill by scoring 80% or higher, indicating readiness to go to the next topic.

### *Advancement*

- Students move to the next lesson or level once the student demonstrates mastery or at the teacher's discretion.

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# PCI Reading*

ProEd © Level 1: 2007, Level 3: 2011 Janie Haugen-McLane Janie Hohlt Jill L. Haney




***Grade(s)***
K-12

***Population***
Students with developmental disabilities, autism, and significant learning disabilities

***Publisher-Provided Professional Development***
None provided.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Level 1: The eight components of a lesson are estimated to take between 5 and 20 minutes, totaling 85 minutes per lesson.
- Level 3: Students move at their own pace.
- The lessons follow a strict script with expectations for fidelity.

### *Materials*

- Level 1 includes word building lessons, guided word practice activities, student workbooks, interactive games, reproducible activity sheets, a variety of full-color books and instructional cards (e.g., word, text) to support reading skill development, a teacher's guide, and digital resources.
- Level 3 includes decodable words, books, a magnet board with magnets for word building and sorting, word strips, and word windows for interactive reading activities.

### *Technology*

- The curriculum includes ebooks.

### *Perspectives*

- None to note. The curriculum is written in English.

### *Content Area(s)*

- Writing
  - » Students have access to all 26 letters of the alphabet.
  - » Students write with pictures.
  - » Students write by speaking/communicating to a scribe.
  - » Students write by filling in the blank (e.g., choosing between two items that can go in a sentence).
- Reading
  - » Students access text that may or may not include illustrations.

### *Alignment*

- Alignment to the Common Core and each states' standards are included on the PCI website. Level 1 of the packaged curriculum has objectives with limited alignment to the Dynamic Learning Maps (DLM) Essential Elements starting in grade 3. Level 3 of the curriculum has no objectives or standards listed.

### *Content Progression*

- Level 1
  - » Students progress from reading individual words to sentences consisting of 8–12 words, focusing on 140 sight words. They read from left to right and top to bottom, match words to pictures, and read for enjoyment.
- Level 2
  - » Level 2 continues to focus on teaching words through visual discrimination, and students are introduced to wrapped text, common inflectional endings, such as -s, -ing, and -ed, and compound words.
- Level 3
  - » Students move toward reading independence. They learn the basics of word analysis, word building, and decoding. Students are introduced to new genres of nonfiction and poetry through lessons that integrate comprehension, writing, and fluency skills.

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students can respond through various methods such as verbal answers, pointing, eye gaze, and other alternate communication forms.
- Suggestions for using Augmentative and Alternative Communication (AAC) devices are included in the teacher's and implementation guides.
- Students who are not manual writers can complete worksheets using letter or word magnets.

### *Representation*

- Instructional materials are supported by realistic illustrations of everyday objects and settings.
- Materials include full-color picture cards for use with the Guided Word Practice activities.
- Lessons are provided in both print and digital formats.

### *Engagement*

- The books provided in the kit for each level feature contemporary adolescent characters.
- The storylines focus on real-world themes and high-interest activities (e.g., having a job, healthy eating).
- The materials include a board game, *The Word Game*, through which students can practice reading skills and demonstrate their knowledge.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher provides the correct answer with or without explanation.

### *Progress Monitoring*

- Progress monitoring is integrated throughout the lessons, in which students must master each step before advancing. Students are assessed every five words using a post-test. Once students reach 100% mastery on targeted words, they read a high-interest book featuring only those words. Additionally, every tenth lesson includes a comprehension-based activity. Progress is tracked daily using the Program Progress Chart.

### *Use of Data*

- Teachers use baseline data to assess readiness for the program, allowing for adjustments based on students' prior knowledge and mastery levels.

### *Advancement*

- Students advance to the next lesson or level after demonstrating mastery on the previous lessons/levels, with partial mastery, or at the teacher's discretion.
- Students are required to achieve 100% mastery on some lesson components before progressing to the next step. For other components, students must have three or fewer errors. Students with four or more errors repeat the lesson.

**Note that this report includes Levels 1 and 3. Level 2 is not included.*

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# Readtopia

Building Wings © 2017 Karen Erikson Caroline Musselwhite

### *Grade(s)*

3-12, Transition (ReadtopiaGO is designed for K–2)

### *Population*

Students in elementary, middle, and high school with complex learning barriers

### *Publisher-Provided Professional Development*

Product support is offered via email and by phone for product and technical support. Online tutorials and webinars are available to help teachers learn how to use and implement Readtopia. Coaching is also an option for teachers who use the curriculum.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Each Readtopia thematic unit is designed with a minimum of 4–6 weeks of instructional content when implemented over 120 minutes each day. Instruction includes literacy, math, science or social studies, and functional life skills, with each lesson taking 30 minutes to complete.
- Some lessons are semi-scripted with a script offered as an example and/or general guidance with some example statements or questions.

### *Technology*

- All lessons and materials within the curriculum are accessible online.
- Internet is required.
- LessonPix Readtopia boards and texts are available with an account.
- A link to the Universal Core Communication app is also available.

### *Materials*

- The program includes thematic units (e.g., video lessons, lesson plans, graphic organizers, photographic or drawn images), a curriculum guide, a Student Placement Tool, 28 fringe vocabulary communication boards, a 48-word core vocabulary board, LessonPix Readtopia boards, and Project Core communication symbols comprised of 36 single words.
- Adult Tip Sheets are included, addressing successful instructional strategies and word study tips.

### *Perspectives*

- A range of cultural perspectives and diverse themes are included in both the informational and narrative texts. The curriculum is written in English.

### *Content Area(s)*

- Writing
  - » Students have access to all 26 letters of the alphabet.
  - » Students write by speaking/communicating to a scribe.
  - » Students fill in blanks (e.g., choosing between two words to complete a sentence).
- Reading
  - » Students access text with or without illustrations.
  - » Students access picture-supported text (words paired with symbols).
  - » Text is available at multiple levels of complexity.

### *Alignment*

- Readtopia reported alignment between the program and the Dynamic Learning Maps (DLM) Essential Elements for grades 3–12. Their report indicated partial to full alignment for the majority of the Essential Elements within the DLM Assessment Blueprint.

### Content Progression

Across the three stages of reading (emergent, transitional, conventional) and seven levels, skills are either repeated or students move to the next level or stage across grade bands.

- Communication/Speaking and Listening
- Concepts of Print
- Phonics/Morphology
- Alphabetic Principle/Word Identification
- Listening and Reading Comprehension
- Writing

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### Action and Expression

- Students can respond through various methods such as verbal/vocalization, facial expressions, Augmentative and Alternative Communication (AAC) devices, body language, gestures, sign language, written responses or marks.
- The curriculum includes response options, such as word choices and picture supports, as well as an option for student-generated responses.

### Representation

- Pictures or photographs are included within the text.
- Videos appear within lessons.
- Leveled texts with variations in text complexity are used.

### Engagement

- The lessons include age-appropriate realistic photographs and drawings within texts.
- The teacher's guide includes ideas for active student responding (e.g., raise hand, thumbs up, look up).

## *Assessment and Data*

### Instructional Feedback to Students

- The teacher neither indicates correctness nor acknowledges or builds on the students' responses, or the teacher states the correct answer without explanation.

### Progress Monitoring

- Leveled quizzes assess reading comprehension three times per unit.
- Writing activities (Descriptive and Argument) are used to enhance text comprehension twice per unit.
- Oral reading fluency and emergent literacy measures track key skills (e.g., print concepts, phonological awareness).
- Assessment tools include a placement tool, a participation rubric, and summative comprehension assessments.

### Use of Data

- The teacher's guide includes information on how to use assessment data based on targeted skills (e.g., fluency, comprehension, self-efficacy, making decisions about reading levels).

### Advancement

- Students advance to the next lesson or level after demonstrating mastery or partial mastery.

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# Simply Science Curriculum

Attainment Company, Inc. © 2028 Rene Zelt Jean Slater

### *Grade(s)*

Upper elementary (3–5), middle school (6–8)

### *Publisher-Provided Professional Development*

Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support. Pre-recorded trainings are product-specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Lessons are intended to be taught daily and last 20–30 minutes. A topic may be taught for a 3-day or 5-day period.
- Some lessons follow a strict script with expectations for fidelity.
- Some lessons are semi-scripted with a script offered as an example and/or general guidance with some example statements or questions.

### *Materials*

- The program includes an At-a-Glance chart with instructional resources for each chapter, 3-day and 5-day lesson plan templates with sample plans, data collection forms, vocabulary picture cards and definitions, symbol-supported texts, chapter quizzes, an Easy Reader companion book, and a student workbook.

### *Technology*

- A USB flash drive containing instructional and resource materials is included.
- Pix Writer, a picture-assisted writing tool for beginning writers, is included in the curriculum package.
- Internet is not needed for instruction.

### *Perspectives*

- Photographs and names in the curriculum are representative of various cultures. The curriculum is written in English.

### *Content Area(s)*

- Science: Earth Science, Life Science, Physical Science, Health

### *Alignment*

- Standards are not included in hard copies of the program; however, alignment to Next Generation Science Standards (NGSS) and state standards are provided on the Attainment website.
- There is limited alignment with the Dynamic Learning Maps (DLM) Assessment Blueprint for grade 5 and middle school.

### *Content Progression*

The Simply Science content is a series of units that are not designed to be implemented in any particular order. Learning objectives include:

- Develops an understanding of the characteristics of organisms.
- Develops an understanding of populations and ecosystems.
- Understands biological evolution and diversity of life.
- Understands the relationship between organisms and their physical environments.
- Understands the nature of scientific inquiry.
- Understands the fundamental concepts of growth and development.
- Understands the structure and function of cells and organisms.
- Knows how to maintain and promote personal health.

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Guidance to pre-programming Augmentative and Alternative Communication (AAC) devices to support student participation is provided.
- Images and objects serve as answer choices.
- The curriculum supports use of a KWL chart.
- The curriculum includes a word bank for open-ended sentences.

### *Representation*

- The materials allow for visual, object, or tactile representation of vocabulary.
- Links to videos related to science topics are provided.
- Multiple exemplars for generalization are included.
- Teachers are encouraged to use think-alouds.
- Symbol-supported simplified texts are included.

### *Engagement*

- The curriculum incorporates student choice or self-identified learning goals.
- Explanations of the purpose of the lessons are provided so students know what to focus on and understand the rationale for the activity.
- Students may use PixWriter to complete science journals.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher notes if the response was correct/incorrect, states the correct answer without explanation, or hints at the correct answer before the question is repeated for the next trial.

### *Progress Monitoring*

- Chapter quizzes and data collection forms are included.

### *Use of Data*

- Data collection forms and chapter quizzes are provided to document and monitor student performance related to vocabulary and text article comprehension.
- No guidance on how to use student performance data is included.

### *Advancement*

- Students advance to the next lesson or level at the teacher's discretion.

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# Transition Math

Attainment Company, Inc. © Explore Math 1: 2010; Explore Math 2: 2012; Explore Budgeting: 2012 Judi Kinney






### *Grade(s)*

The curriculum targets transition-age students.

### *Publisher-Provided Professional Development*

Attainment provides the Transition Math curriculum for purchase on their website or over the phone. Personalized professional development is available to support staff and includes options for live webinars, in-person training, pre-recorded trainings, and ongoing access to assistance from account managers and technical support for any needs that may arise. Pre-recorded trainings are product- specific and can be accessed 24/7.

## AT A GLANCE *Instructional Features*

### *Lessons*

- Most lessons take approximately 15–20 minutes to teach.
- The lesson is outlined with general guidance. No scripted statements or questions are included.

### *Materials*

- The program includes a teacher's guide, student workbook, worksheets, and cards you can cut out to use as a word bank.

### *Technology*

- None

### *Perspectives*

- Photographs and names in the curriculum are representative of various cultures. The curriculum is written in English.

### *Content Area(s)*

- Math
  - » The lessons target factual and procedural knowledge, including problem-solving, reasoning, and making claims.
  - » The lessons include connections to other disciplines (e.g., science).

### *Alignment*

- Transition Math includes alignment information with the following National Council of Teachers of Mathematics standards (NCTM): Numbers and Operations, Algebra, Data Analysis, and Measurement. As there are no state or Essential Elements within the Dynamic Learning Maps Assessment Blueprint for transition-age students, no alignment is noted.

### *Content Progression*

- The content is addressed across units without indication of a clear progression. Units include numbers 0–1,000, fractions, maps, time, budgeting, and money.

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- The curriculum includes a few lessons in which students engage in demonstrations such as measuring a cup of flour.
- Students complete worksheets related to the instructional content.

### *Representation*

- Visual cues are provided to assist students in solving word problems.

### *Engagement*

- Teachers provide students with math-related objects to count and manipulate.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher neither indicates correctness nor acknowledges or builds on the students' responses.

### *Progress Monitoring*

- Not reported.

### *Use of Data*

- Not reported.

### *Advancement*

- Students advance to the next lesson or level at the teacher's discretion.

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# Unique Learning System ELA

n2y © Unique Learning System ELA

### *Grade(s)*
Pre-K –12, transition

### *Population*
Students with moderate to severe disabilities who receive instruction based on their state's extended standards

### *Publisher-Provided Professional Development*
ULS offers 24/7 access to an online support called Knowledge Base that shows how to use the ULS curricula, including Getting Started, FAQs, and support articles.

## AT A GLANCE *Instructional Features*

### *Lessons*
- The lessons are designed with activities lasting between 60–90 minutes per day to be delivered five days/week.
- Each Lesson follows a strict script with expectations for fidelity.

### *Materials*
Leveled books, picture-supported texts, a "Getting Started with Unique Learning System" document, unit lessons, instructional guides, teacher reference materials, a suggested pacing guide, a n2y library, core materials, high frequency word maps, high frequency word cards, board games, and anchor charts.

### *Technology*
The curricula includes a Student Dashboard, an online lesson planner, an online data collection system, online assessments, and an online report generator. Students can engage in lessons online (using a touch screen to respond). Accessing ULS curricula and resources requires the internet.

### *Perspectives*
- Stories have character names that represent various cultures. The curriculum is written in English.

### *Content Area(s)*
- Writing
  - » Students write by speaking/communicating to a scribe.
  - » Students fill in blanks (e.g., choosing between two words to complete a sentence).
- Reading
  - » Students access text with or without illustrations.
  - » Students access picture-supported text (words paired with symbols).
  - » Text is available at multiple levels of complexity.

### *Alignment*
ULS identifies aligned state-specific content standards for each grade band and unit. Each unit includes a range of standards that may change across units. Coverage of the Dynamic Learning Maps (DLM) Essential Elements on the DLM Assessment Blueprints can therefore also vary by unit.

### *Content Progression*
ULS provides a Scope and Sequence that details the coverage of individual standards by lesson. Lessons for each content area occur in PreK to Transition unless otherwise noted. Content is addressed across grade levels without indication of a clear progression.

- Foundational Skills (two substandards end in High School)
- Reading Literature
- Reading Informational Texts (one substandard ends in High School)
- Writing
- Speaking and Listening
- Language

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students can respond through various methods such as verbal answers, sign language, Braille or tactile graphics, Augmentative and Alternative Communication (AAC) devices, and writing with adapted tools.
- Suggestions and options for various response supports and formats are included (e.g., picture supported text, blanks for writing versus circling provided options).

### *Representation*

- Visual schedules of lessons and visual anchors are included.
- Videos to illustrate content are included.

### *Engagement*

- ULS provides movable alphabets.
- Ideas for how to adapt books for physical access are included.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher provides the correct answer with explanation in some lessons; in others, the teacher indicates correctness without acknowledging or building on the student's response.

### *Progress Monitoring*

- Daily performance assessments, checkpoints, and benchmarks are included. Benchmarks focus on one skill at a time with multiple questions per skill. Course assessments may cover content not at grade level (e.g., "big" and "little" in middle school). Checkpoints combine reading and mathematics in a single assessment. For each question, students have two attempts; a single prompt (verbal, gestural, or physical) is added during the second attempt.

### *Use of Data*

- A data management system and data sheets with ULS objectives and a progress monitoring guide are provided. The guide does not provide information on how to use the data.
- Assessment reports are available online for class and student trends.
- No level of mastery is suggested for any lesson or complexity level.

### *Advancement*

- Students advance to the next lesson or level at the teacher's discretion.

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# Unique Learning System Math

n2y © 1997-present - Unique Learning System Math

### *Grade(s)*
Pre-K –12, transition

### *Population*
Students with moderate to severe disabilities who receive instruction based on their state's extended standards

### *Publisher-Provided Professional Development*
ULS offers 24/7 access to an online support called Knowledge Base that shows how to use the curricula, including sections for Getting Started, FAQs, and support articles.

## AT A GLANCE *Instructional Features*

### *Lesson*
- Lessons are designed with activities lasting between 60–90 minutes per day to be delivered five days/week .
- The lessons follow a strict script with expectations for fidelity.

### *Materials*
Picture-supported texts, a "Getting Started with Unique Learning System" document, unit lessons, instructional guides, teacher reference materials, a suggested pacing guide, a n2y library, core materials, high frequency word maps, high frequency word cards, board games, and anchor charts

### *Technology*
The curricula includes a Student Dashboard, an online lesson planner, an online data collection system, online assessments, and an online report generator. Students can engage in lessons online (using a touch screen to respond). Accessing ULS curricula and resources requires the internet.

### *Perspectives*
- Stories have character names that represent various cultures. The curriculum is written in English.

### *Content Area(s)*
- Math
  - » The lessons target factual and procedural knowledge, including problem-solving.
  - » The lessons include connections to other disciplines (e.g., science).

### *Alignment*
ULS identifies aligned state-specific content standards for each grade band and unit. Each unit includes a range of standards that may change across units. Coverage of the Dynamic Learning Maps (DLM) Essential Elements on Assessment Blueprints can therefore also vary by unit.

### *Content Progression*
ULS provides a Scope and Sequence that details the coverage of individual standards by lesson. Lessons for each content area occur in PreK to Transition unless otherwise noted. Content is addressed across grade levels without indication of a clear progression.

### *Content Progression (cont.)*
- Counting and Cardinality
- Numbers and Operations in Base Ten (begins in kindergarten)
- Numbers and Operations with Fractions (begins in kindergarten)
- The Number System
- Measurement and Data
- Statistics and Probability (ends in High School)
- Geometry (ends in High School)
- Ratios and Proportional Relationships (only Middle School and High School)
- Operations and Algebraic Thinking
- Functions (only Middle School and High School)
- Math standards for Number and Quantity: The Real Number System (only Middle School and High School)
- Math standards for Number and Quantity: Quantities
- Math standards for Number and Quantity: The Complex Number System (begins in Middle School)

# CURRICULUM DETAILS

## *Universal Design for Learning/Accessibility*

### *Action and Expression*

- Students can respond through various methods such as verbal answers, sign language, Braille or tactile graphics, manipulatives, Augmentative and Alternative Communication (AAC) devices, and writing with adapted tools.
- Suggestions and options for various response supports and formats are included (e.g., picture-supported text, blanks for writing versus circling provided options).

### *Representation*

- Teachers and students use drawings or images like tally marks, pictures, and number lines.
- Teachers provide concrete objectives or manipulatives like base-ten blocks.
- Teachers and students can utilize accessible technology features such as adjustable reading speed, text to speech, and symbol support.

### *Engagement*

- Students can use manipulatives or visual supports to add numbers to solve real-world math problems.
- Online games are included for student reinforcement of concepts.

## *Assessment and Data*

### *Instructional Feedback to Students*

- The teacher provides the correct answer with explanation in some lessons: in others, the teacher indicates correctness without acknowledging or building on the student's response.

### *Progress Monitoring*

- Daily performance assessments, checkpoints, and benchmarks are included. Benchmarks focus on one skill at a time with multiple questions per skill. Course assessments may cover content not at grade level (e.g., "big" and "little" in middle school). Checkpoints combine reading and mathematics in a single assessment. For each question, students have two attempts; a single prompt (verbal, gestural, or physical) is added during the second attempt.

### *Use of Data*

- A data management system and data sheets with ULS objectives and a progress monitoring guide are provided. The guide does not provide information on how to use the data.
- Assessment reports are available online for class and student trends.
- No level of mastery is suggested for any lesson or complexity level.

### *Advancement*

- Students advance to the next lesson or level at the teacher's discretion.

*This curriculum summary was produced by independent experts under a contract with the University of Kansas Center for Research. The reviewers and funding agency make no claims about completeness of the data. This document is intended as a summary based on available materials and does not represent the publisher's point of view. Information was current as of spring 2024.*

# Academic Curriculum Review Guide

## Instructions

This guide is designed to support decision-makers in reviewing and evaluating commercially available packaged curricula to support academic instruction for students with disabilities, including students with extensive support needs. The guide can be adapted to meet other goals or for other types of curricula. Follow these four steps to use the guide:

1. Decide who needs to complete the review (e.g., an individual, which members of a team).
2. Identify your goals for the curriculum you intend to adopt (section A).
3. Complete the curriculum review (section B).
4. Evaluate how well the curriculum meets your goals (section C).

## A. Goals for Adopted Curriculum

1. **Intended Use:** What is the intended use of the curriculum?
   - ☐ Stand-alone curriculum (addressing wide span of academic content)
   - ☐ Supplemental curriculum (complementary to an existing curriculum)
   - ☐ To meet individual students' needs

2. **Alignment with Content Standards:** What is the desired balance between covering state academic content standards and focusing on individualized goals?
   - ☐ Primarily state standards
   - ☐ Primarily individualized goals
   - ☐ A balanced approach
   - ☐ Not applicable

3. **Intended Student Population:** Who is the curriculum intended for?
   - ☐ Students who participate in the alternate assessment based on alternate academic achievement standards
   - ☐ Students who participate in the general education assessment based on grade-level achievement standards

4. **Professional Development:** What kind of training and resources are available to support educators in effectively implementing the curriculum and supporting students?
   - ☐ No training or support provided
   - ☐ Minimal training and support (e.g., troubleshooting guide)
   - ☐ Some training and support (e.g., help desk, online modules)
   - ☐ Well-structured training and support (e.g., specific contact person, one-time in-person training)
   - ☐ Extensive, high-quality training and support; fully comprehensive (e.g., recurring in-person training)

5. **Other Goals:** What other goals do you have for adopting the curriculum? (choose all that apply)
   - ☐ Support academic instruction in an inclusive setting
   - ☐ Use curriculum-based assessments to inform IEP goals and objectives
   - ☐ Other:

# B. Curriculum Review

| | |
|---|---|
| **Title:** | |
| **Publisher:** | **Copyright Date:** |
| **Author(s):** | |
| **Description:** | |

## *Indicate appropriate grade(s)*

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |

## *Practical Considerations*

| Practical Considerations | Yes | No | Comments |
|---|---|---|---|
| 1. Can I implement this curriculum with the resources I have? | | | |
| 2. Are the materials age- and grade-appropriate? | | | |
| 3. Are support materials provided? | | | |
| 4. Are the instructions clear and easy to understand for teachers of all experience levels? | | | |
| 5. Is the curriculum practical to implement within the typical school day schedule and preparation time? | | | |
| 6. Are the layout and presentation of the curriculum materials well-organized? | | | |
| 7. Are the materials easy to navigate? | | | |
| 8. Are the materials available in alternative formats? | | | |
| 9. Are the materials culturally relevant? | | | |

## *Alignment with Standards*

### *Breadth of coverage for intended grade levels according to the publisher*

- **Full:** The curriculum fully addresses all prioritized or assessed standards and has comprehensive coverage.
- **Partial:** The curriculum addresses some of the prioritized or assessed standards but (1) is missing significant elements, (2) only covers them superficially, or (3) activities include parts of the standards plus other activities.
- **No:** The curriculum addresses few to none of the prioritized or assessed standards and lacks essential coverage.

| Alignment with Standards | Full | Partial | No | Comments |
|---|---|---|---|---|
| Alignment with extended standards | | | | |
| Alignment with grade-level standards | | | | |

| Characteristics | Comments |
|---|---|
| **Lesson Format** | |
| • Scripted (clear instructions provided)<br>• Semi-scripted (some flexibility allowed)<br>• Unscripted (general guidance provided) | |
| **Content Progression** | |
| • Clearly stated learning progressions or levels<br>• Connections between skills are evident<br>• Scope and sequence of skills are outlined | |
| **Differentiation** | |
| • Explicit learning objectives for all levels within the population<br>• Supports provided for students at all communication levels | |
| **Access to augmentative and alternative communication (AAC) during lessons** | |
| • None<br>• Core vocabulary only<br>• Core vocabulary plus fringe vocabulary<br>• Activity/unit-specific AAC supports | |
| **Repetition** | |
| • Same activities repeated without variation<br>• Practice specific skills with different examples or in different situations<br>• Apply concepts or routines (not the exact same skill) within new activities or contexts | |
| **Engagement Strategies** | |
| • Clearly explaining lesson goals<br>• Connecting lessons to students' lives<br>• Supporting student choice within activities<br>• Encouraging students to set their own learning goals<br>• Encouraging students to evaluate their own progress<br>• Directing students' attention to important parts of the lesson<br>• Encouraging students to keep trying | |
| **Feedback** | |
| • Telling students their answers are right or wrong<br>• Giving hints about the correct answer<br>• Explaining the correct answer<br>• Supporting students in self-correcting<br>• Asking open-ended questions that encourage the student to continue thinking | |
| **Use of Data** | |
| • Using data to guide teaching<br>• Moving on after mastering topics<br>• Continuing with support if mastery isn't reached<br>• Changing lesson plans based on progress | |

## *Subject-Specific Characteristics*

| Characteristics | Yes | No | Comments |
|---|---|---|---|
| **Reading** | | | |
| • Does the curriculum provide text at various complexity levels?<br>• Is reading taught as a part of comprehensive literacy? | | | |
| **Writing** | | | |
| • Does the curriculum expect students to have access to all 26 letters of the alphabet?<br>• Does the curriculum offer diverse methods for written expression (e.g., pencil, keyboard, partner-assisted scanning)? | | | |
| **Math** | | | |
| • Does the curriculum include lessons that target factual, procedural, and problem-solving knowledge? | | | |
| **Science** | | | |
| • Does the curriculum address various dimensions of science learning? | | | |

## *Content Evaluation*

| Content Evaluation | Yes | No | Comments |
|---|---|---|---|
| • Incorporates evidence-based or research-based practices | | | |
| • Includes guidance for progress monitoring and data collection for instructional decisions | | | |
| • Includes comprehensive summative assessments | | | |
| • Includes additional resources | | | |
| • Effectively integrates technology to support learning | | | |
| • Includes real-world connections, applications, and examples for generalization | | | |

## *Universal Design for Learning (UDL) and Accessibility*

| UDL and Accessibility Elements | Yes | No | Comments |
|---|---|---|---|
| **Self-determination or self-implementation opportunities** | | | |
| • Opportunities for students to make choices and take ownership of their learning | | | |
| **Assistive technology** | | | |
| • Availability and integration of devices, tools, software, or equipment to support diverse learner needs | | | |
| **UDL examples** | | | |
| • Examples within planning/lesson plans include multiple means of representation, engagement, and action and expression to accommodate diverse learner needs | | | |

**Technology Integration:** Is technology integrated to support learning and accessibility, including assistive technology?

- ☐ No use of technology or assistive technologies
- ☐ Minimal and inconsistent use of technology; lacks coherence and accessibility
- ☐ Some use of technology; needs more consistent and effective integration
- ☐ Good integration of technology and assistive technologies; generally effective and accessible
- ☐ Comprehensive integration of technology and assistive technologies; highly effective and fully accessible

# C. Evaluation

Use the space below to reflect on how well the curriculum meets your stated goals from section A.

| Goal/Objective | Criteria for Evaluation | Observations/Notes |
|---|---|---|
| *Example: Support academic learning for students who communicate with AAC* | *Presence of AAC tools and resources* | *Curriculum provides various AAC tools and training.* |
| • Supports intended use | | |
| • Achieves intended alignment | | |
| • Supports intended population | | |
| • Provides the needed PD supports | | |
| • Other: | | |

## *Summarize your evaluation to aid in the decision-making process*

**Strengths of the curriculum**

**Needs not met by this curriculum**

**Overall alignment with our goals**

**Recommendation (choose one)**

- ☐ Highly recommended
- ☐ Recommended with reservations
- ☐ Not recommended