



# Summer Program Curriculum Overview

The Learning Prep School Summer Program goal is to maintain progress and prevent substantial regression through structured educational and social experiences. The students benefit from the appropriate academic instruction, teacher directed interactive academic lessons, strategies and accommodations responding to students' learning styles, skill reinforcement and social skills training through the following classes.

## High School Program

**Reading:** Reading during the Summer Program addresses various concepts to maintain comprehension skills. During classes, students practice finding and highlighting key ideas, as well as identifying themes and determining the main idea. Through group discussions, students engage in answering literal and inferential questions. Group discussions also address cultural and social context within presented stories. Using various Thinking Maps, students track story elements such as: characters, setting, conflict, etc.

**Writing:** Writing during the Summer Program addresses concepts in order to maintain written expression. Over the course of the program, students use vocabulary culled from daily text in order to practice parts of speech (nouns, verbs, adjectives, etc.) and their proper usage. Students also work to develop sentence structure (simple, compound, complex) and basic paragraph organization. Throughout the session, Thinking Maps are reviewed and used as prewriting organizers before composing responses to various prompts. Upon the completion of written work, students engage editing skills by looking for and correcting errors in punctuation, capitalization, syntax, and/or grammar.

**Math:** Functional math skills are covered throughout the summer, with an emphasis on money and time concepts. Calculating speed, unit rates, and making change, as well as applications of percents, such as sales tax, discounts, and tipping at a restaurant are covered.

**Speech/Language Therapy:** A speech/language pathologist provides services for students who are at risk for regression in their speech/language skills. This may occur in Social Communication class led by a school counselor, where speech pathologists offer additional support around Social Thinking vocabulary and higher-level language concepts that require abstract thinking. Students work to generalize these concepts into conversations and activities within the structured setting of their Social Communication class. A speech/language pathologist may also push into some Reading or Writing classes to offer expressive and receptive language support in a more academic setting, focusing on vocabulary, comprehension, inferential thinking, summarizing, and other language skills.

**Occupational Therapy:** An Occupational Therapist provides services for students who are at risk for regression in their OT skills. An Occupational Therapist will push into classes, such as Food Service, horticulture, or academic classes, offering support around self-regulation, initiating tasks, completing multi-step tasks, problem solving during a task, time management and organization, and other executive functioning and prevocational skills.

**Senior Work Placement:** For many senior students, this is their first job. Basic soft skills are the focus, including initiating tasks, remaining focused on a task, working with peers and employees, following directions, and self-advocating.

**Life Skills:** Students learn about life skills, such as grocery shopping/meal planning, completing laundry, ordering from a menu, life skills math (such as doubling a recipe or making change), key terms related to life skills, and community resources.

**Physical Education:** Students focused on practicing skills including working as a team, verbal and nonverbal communication, hand/eye coordination, physical skills (kicking, striking, etc.), score keeping, and fitness. Activities may include badminton, soccer, basketball, playground games, fitness circuits, and recreational activities with a focus on citizenship and showing support and empathy and caring for others.

**Food service:** Students focus on skills such as baking, reading and following recipes, and basic cooking. Students are instructed in a fun and creative atmosphere.

**Social Communication:** Concepts such as verbal/nonverbal communication, messages sent through facial expressions/gestures/body language, recognizing and identifying different types of nonverbal communication, zones of regulation, coping skills, open body language vs closed body language, asking follow up questions, and unwritten social rules are covered.

**Technology and Design:** Students are challenged to apply practical and creative thinking skills to solve design problems. Each summer students focus on one design problem of a given field, and create solutions/products to solve the problem. During the class students are exposed to digital tools that help them explore the given topic, and create solutions in the real world in the form of experiments, mock-ups, or prototypes. Examples of previous projects include: Creating a city with Legos, 3D printing chess pieces, and coding with scratch.

**Art:** Students are able to choose from a variety of activities and materials available to create both structured and open-ended projects. Some examples of projects available include model magic, zentangles, Brusho water crystals (powdered watercolor painting), fuse beads, string art (friendship bracelets), paper art, and drawing with a variety of mediums (oil crayons, pastel chalk, markers, pencils, or crayons) on a variety of surfaces (drawing paper, glossy paper, watercolor paper, boxes, aluminum foil, or coffee cups). While creating, students are encouraged to engage in appropriate social conversations and interact with each other.

**Electives:** At the end of each day, students participate in an activity that allows them to socially engage with their peers in a fun, structured way with different staff members. Activities vary from day to day, and may include sports or outdoor games (soccer, basketball, corn hole, ladder ball, etc), board games, interactive video games, art projects (painting, drawing, crafting, etc.), trivia, an egg drop competition, and more!

# Sample High School Schedule

(Senior students are working on Mondays and Tuesdays)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:00-8:15</b>	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
<b>Period 1 8:15-9:00</b>	PE	Social Communication	Social Communication	PE	Field Trip
<b>Period 2 9:02-9:47</b>	Art	Computers	Food Service	Life Skills	
<b>Break in cafeteria 9:49-10:00</b>	Break	Break	Break	Break	
<b>Period 3 10:02-10:47</b>	Reading	Reading	Reading	Reading	
<b>Period 4 10:49-11:34</b>	Writing	Writing	Writing	Writing	
<b>Period 5 11:36-12:21</b>	Math	Math	Math	Math	
<b>Lunch in cafeteria 12:21-12:51</b>	Lunch	Lunch	Lunch	Lunch	
<b>Elective 12:51-1:51</b>	Social Activity	Social Activity	Social Activity	Social Activity	
<b>Dismissal 1:53-2:00</b>	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# Middle School Program

**Reading:** Reading during the Summer Program consists of a variety of activities targeting specific skills and strategies to maintain comprehension. Lessons address language processing skills such as: visualization, chunking, and paraphrasing. Students also practice higher-level language skills such as making inferences and predicting outcomes. Through class discussions, students work to find the main idea, track character development, and identify relevant supporting details.

**Writing:** Writing during the Summer Program addresses concepts in order to maintain written expression. Students participate in the review of nouns, adjectives, and verbs and are asked to identify these within sentences. Students practice sentence development (simple, compound) and basic

**Math:** Students focus on application and practical everyday problems. Fundamental math skills such as addition, subtraction, and basic multiplication are reinforced to mimic real life skills such as grocery shopping. They also practice counting coins and bills, including identifying equivalent amounts using different coins. In addition, they work on real-world concepts using restaurant menus to choose their own items to calculate the total amount of the bill. Students practice reading and interpreting basic word problems, including two step problems involving money that reinforced money concepts.

**Speech/Language Therapy:** Speech/language therapy addresses a variety of skills within the broader categories of expressive, receptive, and pragmatic language, once or twice per week, depending on student need. Class typically begins with a self-awareness check-in followed by structured conversations pertaining to an ice breaker “question of the day” and other functional topics. Students focus on consistently applying conversation skills including aspects of their language (remaining on topic, generating relevant follow-up questions and connected comments), speech (monitoring rate, volume, tone), and nonverbal cues (eye contact, posture, gestures). Additional social language skills such as problem-solving and perspective taking are targeted both formally and incidentally. On vocabulary activities, students define words using pertinent clues embedded in the text. To support word retrieval, students are encouraged to describe target words using salient characteristics. Higher-level language skills involve integrating background knowledge and context clues to generate logical inferences about reading passages, videos or photos. Abstract language is addressed through lessons on direct versus indirect communication, including implicit requests and figurative expressions. Processing and memory strategies (active listening, visualizing, making connections, paraphrasing, asking for repetitions/clarification) are reviewed then applied by following multi-step directions and answering a variety of comprehension questions.

**Occupational Therapy:** An Occupational Therapist provides services for students who are at risk for regression in their OT skills, twice per week depending on student need. Skills targeted include but are not limited to: self-regulation, sequencing and task initiation skills, organization, fine motor coordination, and visual motor skills (e.g. handwriting, cutting, folding, classroom tool use, etc). Occupational Therapy/Work Center services are provided in small group classes and include multi-sensory and multi-step activities in horticulture, the kitchen, and through participation in fine motor/visual motor activities (i.e. handwriting, craft projects, typing practice, etc) and simulated life skill activities.

**Physical Education:** Our adapted Physical Education program provides students with an appreciation for and an understanding of wellness in a safe, fun learning environment. Students participated in a variety of team-building games, leisure activities, and traditional sports to help foster the development of their physical, cognitive, and social/emotional skills. Through this curriculum, students improved physical skills such as body awareness, throwing and catching, and hand-eye coordination; cognitive skills such as following multi-step instructions, adhering to game rules, and applying critical thinking skills; and social/emotional skills such as cooperation, communication, and good sportsmanship.

**Art:** Students are able to choose from a variety of activities and materials available to create both structured and open-ended projects. Some examples of projects available include model magic, zentangles, Brusho water crystals (powdered watercolor painting), fuse beads, string art (friendship bracelets), paper art, and drawing with a variety of mediums (oil crayons, pastel chalk, markers, pencils, or crayons) on a variety of surfaces (drawing paper, glossy paper, watercolor paper, boxes, aluminum foil, or coffee cups). While creating, students were encouraged to engage in appropriate social conversations and interact with each other.

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**Homeroom: 8:00-8:13**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b> 8:15-9:00	Math	Math	Math	Math	FIELD TRIP DAY
<b>2</b> 9:02-9:47	Computers	P.E	O.T.	Art	
<b>Break: 9:49-10:00</b>					
<b>3</b> 10:02-10:47	Reading	Reading	Reading	Reading	
<b>4</b> 10:49-11:34	O.T.	Speech	Art	Speech	
<b>Lunch/ Recess: 11:36-12:19</b>					
<b>5</b> 12:21-1:05	Writing	Writing	Writing	Writing	
<b>6</b> 1:07-1:51	Social Activity	Social Activity	Social Activity	Social Activity	
<b>Homeroom: 1:53-2:00</b>					