



## Summer Program Curriculum Overview

The goal of the Learning Prep Summer Program (ESY) is to maintain progress and prevent substantial regression through structured educational and social experiences over a three week session. Summer instructional groupings are by grade, with teachers delivering interactive academic lessons, strategies and accommodations responding to students' learning styles, skill reinforcement and social skills practice. Our High School and Middle School Programs are outlined below.

### **High School Program**

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

**Writing:** Writing instruction during the Summer Program focuses on frequent practice in order to maintain written expression skills. Using vocabulary drawn from instructional texts, students determine meaning and then properly utilize new words in sentences. Lessons also focus on developing sentence structure (simple, compound, complex) and basic paragraph organization. Throughout the session, Thinking Maps are reviewed and used as prewriting organizers for 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:** Math instruction during the Summer Program offers daily practice in functional math skills with an emphasis on money and time concepts. Frequently covered topics include: calculating speed, unit rates, using cash and making change, applications of percents, sales tax, discounts, and tipping at service establishments.

**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 a 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, Tech & Design, 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:** We develop the Summer Senior Work placement knowing that for many rising senior students this is their first job. With the support of a job coach, basic soft skills are the focus including planning and initiating tasks, remaining focused on each step and the task as a whole, working with peers and employees, following directions, and self-advocating.

**Life Skills:** Life skills instruction during the Summer Program focuses on essential everyday tasks such as grocery shopping/meal planning, laundry skills, ordering items from a menu, functional math such as doubling a recipe or making change, key terms related to life skills, and community resources.

**Physical Education:** Physical Education instruction during the Summer Program provides students with an appreciation for and an understanding of wellness in a safe, fun learning environment. Students participate 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 improve 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.

**Food Service:** In Food Service class during the Summer Program, students practice reading and following recipes, kitchen safety, and basic baking and cooking skills. Students are instructed in a fun and creative atmosphere and are encouraged to try new things!

**Social Communication:** Led by a licensed counselor, Social Communication class during the Summer Program covers topics such as verbal and nonverbal communication concepts; recognizing and identifying different types of nonverbal communication; the messages we send with our facial expressions, gestures, and body language; zones of regulation concepts; coping skills; asking follow up questions; and implicit social rules.

**Technology and Design:** Students in Tech and Design classes during the Summer Program are challenged to apply practical and creative thinking skills to solve design problems. Students are presented with design challenges and create solutions/products. 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: craft projects and activities, creating a city with Legos, 3D printing chess pieces, and coding with scratch.

**Art:** Students in Art classes during the Summer Program 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). With teacher support, students are encouraged to practice conversations and social skills while creating.

**Electives:** At the end of each program day, students participate in staff-directed structured activities with a focus on fun and engaging with peers in relaxed settings. Activities vary from day to day, and may include: soccer, basketball, corn hole, ladder ball, knock hockey, board games, interactive video games, art projects (painting, drawing, crafting, etc.), trivia, and more!

## Sample High School Schedule

**(Senior students are working at their placement two program days per week)**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homeroom 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	Tech & Design	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	

# Middle School Program

**Reading:** Reading instruction during the Summer Program targets 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 instruction during the Summer Program focuses on frequent practice in order to maintain written expression skills. Students review parts of speech and are asked to identify these within sentences. Students practice sentence development (simple, compound) and basic paragraph organization. Throughout the session, Thinking Maps are reviewed and used as prewriting organizers for various prompts.

**Math:** Math instruction during the Summer Program focuses on the application of math skills to solve practical everyday problems. Fundamental operations (addition, subtraction, and basic multiplication) are reinforced in activities centering on real life skills: grocery shopping, increasing/decreasing recipes, counting coins and bills, identifying equivalent amounts using different coins, ordering from restaurant menus and calculating the total amount of the bill, and other similar functional math practice. Students practice reading and interpreting basic word problems including two-step problems involving money.

**Speech/Language Therapy:** Speech/language therapy addresses a variety of skills within the broader categories of expressive, receptive, and pragmatic language for students who are at risk for regression in their speech/language skills based 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. In vocabulary activities, students define words using clues embedded in the text. To support word retrieval, students are encouraged to describe target words using relevant 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 based 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 room use, etc).

Occupational Therapy/Work Center services are provided in small group classes and include multi-sensory and multi-step activities and participation in fine motor/visual motor activities (i.e. handwriting, craft projects, typing practice, etc) and simulated life skill activities.

**Social Communication:** Led by a licensed counselor, Social Communication class during the Summer Program covers topics such as verbal and nonverbal communication concepts; recognizing and identifying different types of nonverbal communication; the messages we send with our facial expressions, gestures, and body language; zones of regulation concepts; coping skills; asking follow up questions; and implicit social rules.

**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.

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## Sample Middle School Schedule

<b>Homeroom: 8:00-8:13</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>1</b> <b>8:15-9:00</b>	Math	Math	Math	Math	FIELD TRIP DAY
<b>2</b> <b>9:02-9:47</b>	Tech & Design	PE	Social Communication	Art	
<b>Break: 9:49-10:00</b>					
<b>3</b> <b>10:02-10:47</b>	Reading	Reading	Reading	Reading	
<b>4</b> <b>10:49-11:34</b>	OT	Speech	Art	Speech	
<b>Lunch/ Recess: 11:36-12:19</b>					
<b>5</b> <b>12:21-1:05</b>	Writing	Writing	Writing	Writing	
<b>6</b> <b>1:07-1:51</b>	Social Activity	Social Activity	Social Activity	Social Activity	
<b>Homeroom: 1:53-2:00</b>					