Pilot Course Proposal

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Proposed Course Titles:
Targeted Social Studies A (Grades 9–10)
Targeted Social Studies B (Grades 9–10)
Targeted Social Studies A (Grades 11–12)
Targeted Social Studies B (Grades 11–12)

Grade Level: 9 – 12 Department: Special Education

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

Targeted Social Studies A/B is a standards-aligned, credit-bearing social studies course designed to provide accessible instruction for students receiving services in self-contained high school programs.
Currently, students in these settings experience inconsistent access to grade-level social studies instruction due to variability in instructional materials, adaptations, and instructional approaches across buildings. As a result, there is no consistent, district-wide social studies course that ensures alignment to Washington State Social Studies standards for students who require a replacement curriculum.

This course addresses that gap by providing a consistent instructional sequence across all high schools using the Unique Learning System (ULS). It replaces fragmented, site-based instructional practices with a coherent, standards-aligned framework designed to ensure students have access to required social studies learning standards in an accessible format.

Upon completion of this course, students will be able to:

- Demonstrate understanding of key concepts in civics, economics, geography, and history
- Identify relationships between people, places, events, and systems over time
- Participate in structured inquiry and problem-solving activities with support
- Analyze and respond to social studies content using verbal, visual, or AAC-supported communication
- Apply social studies concepts to real-world and community-based contexts

Needs assessment data from program review and instructional practice indicates:

- Inconsistent alignment to grade-level social studies standards across self-contained programs
- Variation in instructional materials and rigor across buildings
- Need for consistent credit-bearing courses aligned to graduation requirements
- Need for accessible instruction aligned to students' cognitive and communication profiles
- This course ensures equitable access to rigorous, standards-based instruction for students with significant disabilities through structured supports and differentiation.

Rationale

- Reducing variability in site-based instructional practices and ensuring consistent implementation across high schools
- Establishing a clear, consistent, credit-bearing instructional sequence across grade bands
- Ensuring equitable and meaningful access to standards-aligned social studies instruction for students with significant disabilities through appropriate scaffolds and supports

- Supporting diverse communication systems, cognitive profiles, and learning needs through inclusive instructional design

Upon completion of this course students will be able to meet the following Washington State K-12 Learning Standards:

- Civics (rights, responsibilities, government systems, participation)
- Economics (resources, decision-making, systems of exchange)
- Geography (human and physical systems, spatial thinking)
- History (chronology, historical thinking, cause and effect, perspective)
- Inquiry skills (questioning, evaluating sources, analyzing information, communicating conclusions)

For students participating in alternate assessment, instruction is aligned to WA-AIM with appropriate scaffolding and reduced complexity while maintaining connection to grade-level social studies concepts.

Instruction aligns to Washington State Social Studies Learning Standards. Students engage in social studies inquiry through four content domains:

- Civics: rights, responsibilities, and government systems
- Economics: decision-making, resources, and systems of exchange
- Geography: human and physical systems and spatial thinking
- History: chronology, cause and effect, and multiple perspectives

Through Unique Learning System:

- Standards are embedded within thematic units
- Instruction is scaffolded across multiple levels of complexity
- Learning is accessible through multiple modalities (visual, verbal, AAC, hands-on)

- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.)
  Student achievement will be measured through:
  - Embedded assessments within the Unique Learning System (ULS) curriculum
  - Teacher-developed performance tasks aligned to unit standards
  - Data collection linked to IEP goals and objectives
  - Observation-based assessments of student engagement and participation
  - Multiple means of demonstrating learning (AAC, verbal response, visual supports, hands-on tasks)
  - Portfolio-based evidence of learning across units

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs)**
  - This course aligns to Washington State Social Studies Learning Standards (NGSS-based), ensuring access to grade-level content in civics, economics, geography, and history with appropriate scaffolding.
- **Integration of technology**
  - AAC and communication devices
  - Digital ULS instructional platform
  - Interactive visual supports and multimedia learning tools
  - Assistive technology to support engagement and response
- **Infusion of diversity/multicultural perspectives**

- Representation of diverse cultures, communities, and perspectives across historical and global contexts
- Real-world applications connected to global and community contexts
- Instructional examples that reflect culturally responsive social studies practices

- **Integration with other subject areas**
  - Literacy development through informational texts and vocabulary instruction
  - Math integration through data collection, measurement, and graphing
  - Functional life skills embedded in real-world science applications
- **Provision of appropriate experiences for learners of varying abilities**
  - Instruction is designed for students with significant cognitive and communication disabilities and includes:
    1. Multiple entry points to content
    2. Scaffolded instruction and repeated exposure
    3. Visual, tactile, and verbal supports
    4. AAC and alternative communication systems
- **Development of higher level thinking and processing skills**
  - Students engage in:
    - Cause-and-effect reasoning in historical and civic contexts
    - Prediction and inference related to social systems
    - Interpretation of data, maps, and information with support
    - Problem-solving and application of social studies concepts to real-world situations
- **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?**
  - This course replaces inconsistent, site-based self-contained social studies instruction currently delivered through varied adapted materials across high schools. It establishes a district-wide, standards-aligned instructional framework (Targeted Social Studies A/B for Grades 9–10 and 11–12) to ensure consistency, coherence, and alignment to Washington State social studies standards.
  - Enrollment in this course is not universal for all students in self-contained programs. Placement is determined through data-based decision making by the IEP team, and is based on documented student needs outlined in present levels of performance. This course is intended for students who require a replacement curriculum in order to meaningfully access social studies standards, as opposed to modified access within general education or other core settings.
  - The goal is to ensure that when a replacement course is required, it is delivered through a consistent, standards-aligned, and instructionally coherent system across all high schools, rather than variable site-based programming.

Current Scope and Sequence

The instructional scope and sequence for Targeted Social Studies A/B is guided by the Unique Learning System (ULS), a standards-aligned, thematic curriculum designed for students with significant cognitive disabilities.

ULS is organized into yearlong thematic units delivered in a predictable monthly structure, allowing for consistent progression of skills while maintaining flexibility for differentiated instruction and student pacing. Each unit is explicitly aligned to grade-level standards and incorporates multiple levels of complexity so that students can access the same instructional theme at varying entry points.

Across the school year, instruction follows a spiraled and cyclical sequence, meaning key concepts are revisited and reinforced over time to support retention, generalization, and application. This structure ensures that students build understanding gradually while continuing to engage with grade-aligned content in meaningful, repeated contexts.

The ULS scope and sequence is intentionally designed to support:

- Vertical alignment across grade bands (9–10 and 11–12)
- Horizontal consistency across classrooms and buildings
- Repeated exposure to core academic concepts to support mastery over time
- Embedded opportunities for review, generalization, and application of skills

Instruction within each unit integrates:

- Standards-based academic content
- Functional and real-world applications
- Communication and participation goals aligned to student IEPs

The sequence also includes embedded formative assessments and progress monitoring tools that allow educators to adjust instruction based on student response, ensuring that learning remains responsive and data-driven.

Its design is grounded in several established, evidence-based instructional principles in special education:

- ULS aligns instruction to grade-level academic standards with systematic scaffolding, consistent with research supporting access to the general education curriculum for all learners.
- Lessons use structured modeling, repeated exposure, guided practice, and cumulative review, strategies consistently supported in special education research for improving skill acquisition and retention.
- ULS incorporates multiple means of representation, engagement, and expression, aligning with UDL research demonstrating improved access and participation for diverse learners.
- Content is designed across multiple complexity levels, supporting instructional differentiation within heterogeneous classrooms. An evidence-supported approach for students with significant cognitive and communication needs.
- ULS includes ongoing formative assessment tools that support instructional adjustment, consistent with research supporting data-driven decision-making in special education.
- Instruction integrates academic content with real-world, functional applications, aligning with research on improving generalization and meaningful skill use for students with disabilities.

Overall, the ULS scope and sequence provides a consistent instructional framework that replaces fragmented, site-based curricular adaptations with a coherent, standards-aligned progression of learning across all high schools.

- **Statement of impact:**
  This course will:
  - Improve consistency in social studies instruction across high schools
  - Provide a clear, credit-bearing social studies pathway for students requiring replacement curriculum
  - Ensure access to Washington State Social Studies standards in an accessible format
  - Support equitable access to standards-based instruction for students with significant disabilities
  - Reduce variability in instructional expectations across buildings
  - Align instruction to IDEA requirements for access to the general education curriculum

- **Instructional materials and cost (include titles, names of publishers and copyright).**

Primary Curriculum

- Unique Learning System (ULS) – Everway
  - Standards-aligned digital curriculum designed for students with significant cognitive disabilities. ULS provides differentiated, standards-based instruction across multiple complexity levels and is currently utilized within district self-contained programming.
  - This curriculum is already provided to Instructional Learning Center (ILC) teachers through existing special education funding allocations. As a result, implementation of this course will not require additional district-level curriculum purchase costs.

Supplemental Materials

- Adapted science texts and visual supports
- Assistive technology and AAC communication systems
- Teacher-created instructional materials aligned to ULS units and student IEP goals

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	Signature **Date**
1. Department Head (Secondary) **Accepts ☐ Rejects ☐**	_____
2. Principal **Accepts ☐ Rejects ☐**	_____
3. District Content Facilitator **Accepts ☐ Rejects ☐**	_____
4. Curriculum Director **Accepts ☐ Rejects ☐**	_____

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.

unique learning system

Unit 25

HIGH SCHOOL
History

Unit Overview

From Conflict to Change
This unit explores conflicts throughout history. It covers the causes and consequences of conflicts, including technology development. The unit also focuses on working collaboratively to compromise and resolve conflict.

Lesson	Activities	Description	Page
1	**Leveled Book**	***Conflicting Ideas***	4
2	**Read and Comprehend**	Leveled Book Comprehension	#
3	**Chapter 1 / Read and Answer**	**A Conflict**	#
4	**Life Skills Application 1**	The Right to Fight	#
5	**Chapter 2 / Read and Comprehend**	**Big Changes**	#
6	**Life Skills Application 2**	Preparing Potato Chips	#
7	**Chapter 3 / Read and Comprehend**	**A Compromise**	#
8	**Life Skills Application 3**	My Health and Wellness	#
9	**Chapter 4 / Read and Comprehend**	**Joining the Conflict**	#
10	**Life Skills Application 4**	Getting a Job	#
11	**Chapter 5 / Read and Comprehend**	**Can We Agree?**	#
12	**Life Skills Application 5**	What Is Your Emergency?	#
13	**Chapter 6 / Read and Comprehend**	**Meet in the Middle**	#
14	**Life Skills Application 6**	School Conflicts	#
15	**Word Study**	Talking About Conflict	#
16	**Edit It**	Conflicts Are Everywhere!	#
17	**Real-World Writing**	School Suggestion Form	#
18	**Topic Paragraph**	Newsletter and Activity Report	#
19a	**Math Story Problems** Addition	Military Care Packages	#
19b	**Math Story Problems** Subtraction	Military Care Packages	#
19c	Multiplication and Division	Military Care Packages	#
20	**Measure It!**	Black Bean and Corn Salsa With Chips	#
21	**Read This Chart**	Women in the Military	#
22	**Money**	Game Day Party	#
23	**Schedules and Times**	A Trip to the WWII Museum	#
24a	**Geometry**	Martin Luther King Jr. Day of Service	#
24b	**Geometry**	Martin Luther King Jr. Day of Service	#
25a	**Algebra**	Debate Competition	#
25b	**Algebra**	Debate Competition	#
26	**Related Content**	"Computers, Then and Now"	#
27	**Related Content**	Oral Report	#
28	**Science Experiment**	Dirty Germs	#
29	**History Timeline**	Industrial Revolution	#
30	**Journal Writing**	Unit Topics	#

Social Studies Connection
From Conflict to Change

Unit 25

HIGH SCHOOL
History

Instructional Targets

Social Studies Standards for History
- Identify the cause or result of a historical event or period of time.
- Consider a conflict situation and reasons for staying out of it or getting involved.
- Explain how conflicts can be resolved through compromise.
- Describe ways that technology has changed workplaces, cities and communities.
- Evaluate current national issues and their advantages or challenges to this country.

Social Studies Standards for World History
- Show how changes in countries have had positive or negative consequences.
- Describe consequences of conflict and explain ways of solving disagreements.
- Evaluate current national issues and their advantages or challenges to this country.

Differentiated Tasks

Level 3 Students will...
- Describe the cause and result of a historical event or period of time and any effects that event or time still has on today.
- Recognize examples of conflict situations and reasons for staying out of it or getting involved.
- Recognize examples of conflict situations and strategies to resolve disagreements through compromises.
- Describe ways that technology has improved life at work, in the community or in the home.
- Study current national issues and the implications that they may have, now and in the future.
- Explain how events in history can result in positive or negative consequences.
- Recognize examples of conflict situations and strategies to resolve disagreements through compromises.
- Study current national issues and the implications that they may have, now and in the future.

Level 2 Students will...
- Identify the cause and effects of a historical event.
- Recognize positive and negative consequences of a conflict.
- Identify a compromise from an example of a conflict situation.
- Identify technology tools and describe how the use of these items can improve job performance.
- Identify and describe a state or national current event.
- Using historical events as examples, identify ways that people can affect change.
- Identify examples of negative and positive attitudes toward others.
- Identify and describe a state or national current event.

Level 1 Students will...
- Select pictures to sequence a series of events in history.
- Make a choice that shows a positive way to get involved in a conflict situation.
- Make a choice that shows a compromise.
- Identify a technology tool that is used for a specific purpose.
- Share information on a current event or activity.
- Identify something that can be changed in daily life.
- Identify examples of agreement and disagreement.
- Share information on a current event or activity.

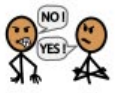
Standards Connection



Conflicting Ideas
In this unit, students learn about conflicts and compromises. The Leveled Book, ***Conflicting Ideas***, illustrates the disagreements that students may have when trying to work together and how students can compromise. Throughout the unit, reiterate different ways students can compromise to solve conflict.



Conflicts and Change
This Chapter Book introduces students to major conflicts throughout history as Mrs. Moore's class works to resolve their own school conflict. Students learn about the Columbian Exchange, World War I, World War II, the Cold War and current tensions. They learn about the consequences of each conflict, including technology developments that have changed our lives. Students learn how people can work together and compromise to solve a conflict. Throughout this unit, have students identify conflicts they see every day, and find ways to solve them through compromise.



Life Skills Applications
The life skills applications focus on many different facets of current and historical conflicts. In Lesson 4, students decide what things they would fight for. In Lesson 6, students practice with kitchen tools to make potato chips. Lesson 8 helps students understand their personal wellness including their feelings. In Lesson 10, students practice for a job interview. Lesson 12 teaches students about emergency situations. In Lesson 14, students problem solve school conflicts.

n2y library

The **n2y Library** has several books that may extend understanding of conflicts and technology development:
- ***But I Want To!*** (Level E) describes conflict and compromise situations.
- ***Farming Technology*** (Levels E, F/G, H/I) describes how farming has changed due to technology.