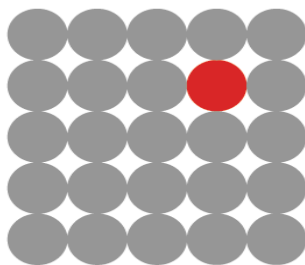


Curriculum Resources for Students from Special Populations



California **Special** Populations

www.jspac.org

The following information a was identified by the

California Perkins Nontraditional and Special Populations Joint Advisory Committee.

This is a "living" document. As new resources are identified they will be added to the list.

If you would like to recommend a curriculum resource, please submit suggestions to

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California Department of Education K-Adult Curriculum Resources

The California Department of Education website is a wealth of information on curriculum resources. Access the website at: <http://www.cde.ca.gov>. There are two options for obtaining information from the site.

1. From the CDE website homepage (<http://www.cde.ca.gov>), click on the Curriculum and Instruction tab at the top of the page (or <http://www.cde.ca.gov/ci/> into your URL address bar). From there the topics down the left hand side of the page link to much useful curriculum information. Including:
 - [Career Technical](http://www.cde.ca.gov/ci/ct/) (www.cde.ca.gov/ci/ct/).
 - Agriculture — Resources for agriculture education programs, including classroom instruction, leadership, and supervised agricultural experience programs that prepare students for college or entrance into agricultural careers.
 - Business and Marketing — Program information that prepares students for careers and/or postsecondary education in the areas of marketing, finance, accounting, information technology, entrepreneurship, and economics.
 - Health — Information that helps students gain insight into the health care industry, explore health-related areas, and prepare for career entry/postsecondary education.
 - Home Economics — Information about home economics careers and technology education programs that prepare students to become positive, productive members of families, the workplace, and the community
 - Industrial and Technology — Programs that provide students with insight into and an understanding of the technological nature of our culture. And
 - CalCRN (California Career Resource Network (also known as the California Occupational Information coordinating Committee). This is California's primary state agency resource for career guidance and planning information to assist youth and adult career seekers. It contains resources that relate educational preparation to career goals.
 - [Curriculum Resources](http://www.cde.ca.gov/ci/cr/) (www.cde.ca.gov/ci/cr/) with links to:
 - [Curriculum Frameworks & Instructional Materials](http://www.cde.ca.gov/ci/cr/cf/) (<http://www.cde.ca.gov/ci/cr/cf/>)
 - Information on all subject areas including: Foreign language, Health, History-Social Science, Mathematics, Physical Education, Reading/Language Arts, Science, and Visual and Performing Arts.
 - [Response to Instruction & Intervention](http://www.cde.ca.gov/ci/cr/ri/) (<http://www.cde.ca.gov/ci/cr/ri/>)
 - A general education approach of high quality instruction, early intervention, and prevention and behavioral strategies.
 - [Specialized Media](http://www.cde.ca.gov/re/pn/sm/) (<http://www.cde.ca.gov/re/pn/sm/>)
 - Information and resources that support access to the general curriculum by students with disabilities.

Each area contains resources for administrators, educators, parents, and students, many of which can be accessed via on-line databases.

The [California Department of Education](http://www.cde.ca.gov) (www.cde.ca.gov) web resources continued:

Option #2:

From the CDE website homepage (<http://www.cde.ca.gov>), access the "Offices" tab on the left side, underneath "Home." Scroll down to "Branches and Divisions," Click on the "[Curriculum and Instruction Branch](http://www.cde.ca.gov/re/di/or/branch.asp?id=cib)" (<http://www.cde.ca.gov/re/di/or/branch.asp?id=cib>) to access the following relevant Divisions:

- [Curriculum Frameworks and Instruction Resources Division](http://www.cde.ca.gov/re/di/or/division.asp?id=CFIRD) (<http://www.cde.ca.gov/re/di/or/division.asp?id=CFIRD>).
 - Clearinghouse for Specialized Media & Translations (CSMT) — helps to close the achievement gap by providing instructional resources in accessible formats to students with disabilities in California.
 - Curriculum Frameworks & Instructional Materials includes information on all subject areas.
 - Educational Resources Catalog — Includes information on publications and other educational resources from CDE Press, the Department's publications office.
- [Professional Development & Curriculum Support Division](http://www.cde.ca.gov/re/di/or/division.asp?id=PDCSD) (<http://www.cde.ca.gov/re/di/or/division.asp?id=PDCSD>).
 - Recommended Literature (K-12) — Collection of outstanding literature for children and adolescents in grades kindergarten through grade twelve.
 - Recommended Literature for Math & Science — Collection of outstanding literature for children and adolescents in grades kindergarten through grade twelve in the disciplines of science and mathematics.
- [Secondary, Postsecondary & Adult Leadership Division](http://www.cde.ca.gov/re/di/or/division.asp?id=SPALD) (<http://www.cde.ca.gov/re/di/or/division.asp?id=SPALD>).
 - Adult Education — Information for adult students served through public adult schools, community colleges, libraries, community and faith-based organizations, and correctional institutions.
 - Career Technical — A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
 - Educational Options — School and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.
 - High School — Supports local educational agencies, grades nine through twelve, to improve student achievement and transition to postsecondary education and careers.
 - Middle Grades — Information and resources for middle grades educators and parents. The middle grades consist of early-adolescent students, ten to fourteen years of age, generally in grades six to eight.
 - Postsecondary — Resources for students, parents, counselors, and educators that provide information about preparing for and gaining admission to college.
 - Regional Occupational Centers and Programs (ROCPs) — Career and workforce reparation for high school students and adults, preparation for advanced training, and the upgrading of existing skills.
 - Workforce Development — Explains how public education participates with workforce development efforts to provide the crucial skills and lifelong learning opportunities needed for career study, success, and personal fulfillment

Curriculum Resources For All Students, Including Special Populations

Integration of academics and career information is a major current focus in curriculum development. This applies to all students, including students from special populations. The following is a resource for integrated curriculum units.

- [ConnectEd: The California Center for College and Career](http://www.connectedcalifornia.org) (www.connectedcalifornia.org) — funded by a grant from the James Irvine Foundation.
 - Part of ConnectEd's mission is to develop and promote integrated curriculum materials around multiple pathways. Integrated curriculum demonstrates the relevance of academic subjects to practical applications and introduces students to exciting career fields. It is also a way to help students with diverse interests and learning styles master the complex content that California's high academic standards require in every classroom. Key principles behind the integrated curriculum units developed by ConnectEd are:
 - The units are designed according to applied learning theory. They connect to students' lives, demonstrate the relevance of theoretical material through interesting, practical applications, and arouse students' curiosity by raising a challenging problem.
 - Classroom lessons address state and national academic standards that lead to high school graduation and success in postsecondary education.
 - Each integrated curriculum unit addresses technical knowledge and skill standards that have been validated by industry professionals.
 - Students work on "essential questions" that require mastering challenging academic and technical content and applying teamwork, critical-thinking, and problem-solving skills.
 - To date, ConnectEd has produced:
 - A manual for designing integrated curriculum, which can serve as a roadmap for teams of teachers interested in planning their own integrated curriculum.
 - A set of integrated, problem-based curriculum units in the area of Health, developed in partnership with the National Consortium on Health Science and Technical Education and in collaboration with interdisciplinary teams of teachers at 12 high schools.
 - [Contact ConnectEd](http://www.connectedcalifornia.org/contact.php) for more information on the full units as well as development of curriculum in other industry pathways (<http://www.connectedcalifornia.org/contact.php>).

Curriculum Resources for Specific Special Population Groups

- **Single Parents, Teen Parents, Displaced Homemakers**
 - [CCCCO CalWORKS](http://www.cccco.edu/SystemOffice/Divisions/StudentServices/) (<http://www.cccco.edu/SystemOffice/Divisions/StudentServices/>) — funds are for the purpose of assisting welfare recipient students to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, child care, coordination, curriculum development and redesign, instructional services, etc.

- **Students with Disabilities**
 - [TechMatrix](http://www.techmatrix.org), (www.techmatrix.org) — allows educators and parents to compare technological learning tools for all students, including those with special needs. This is a powerful, user-friendly database designed to provide educators and parents with evidence-based information they can use to compare a broad range of learning and assistive technology products. Users have access to more than 200 products and tools. It enables users to better understand the current learning and assistive technology tools and how they can be used to support students, particularly those with disabilities. Users can search for products within specific subjects such as reading or mathematics, or by programs names or features. They receive customized search results and can use the matrix to compare the products' features or click on specific products names.
 - [National Center for Learning Disabilities](http://www.nclld.org/) (http://www.nclld.org/) — The NCLD website has a page for LD basics, parent information, an educator center, a page on college and work, another on legislation impacting LD learners, and a host of resources. They have information broken down by Pre-K, K-9, and 9-12.
 - [Alternate Text Production Center](http://www.atpc.net) (www.atpc.net) — the first publicly funded, system-wide resource dedicated to serving the alternate media needs of the largest post-secondary educational system in the world. From existing print or electronic documents, the ATPC creates alternate media products for use by California Community College students with print-related disabilities. These products consist of Electronic Text files, Electronic Braille files, Braille books and documents, and Tactile Graphics

- **Economically Disadvantaged Students including Single Parents and Displaced Homemakers**
 - [Communication Across Barriers](http://www.combarriers.com) (www.combarriers.com) — has a wealth of information on working with and helping students move out of poverty. Their mission is simple, but has far reaching implications: to improve communication and relationships across poverty, race, gender, and generational barriers.
 - [Aha! Process](http://www.ahaprocess.com) (www.ahaprocess.com) — For more than a decade **aha!** Process has been committed to improving the educational and occupational lives of people in poverty with eye-opening learning opportunities—both for the poor and for those who work with them.
 - [Foster and Kinship Care Education Program](http://www.cccco.edu/OurAgency/StudentServices/FosterandKinshipCareEducationFKCE/tabid/618/Default.aspx#FKCE_mission) (http://www.cccco.edu/OurAgency/StudentServices/FosterandKinshipCareEducationFKCE/tabid/618/Default.aspx#FKCE_mission) — to provide quality education and support opportunities to caregivers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system.

- **Limited English Proficient Students**
 - [Planning Instruction for English Language Development : A Knowledge Base and Teaching Strategies](http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm) (http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm) — a "road map" for teachers who wish to enhance their knowledge base and repertoire of teaching strategies for promoting language and literacy development with bilingual learners.
 - The California Community Colleges' [Regional Health Occupations Resource Center \(RHORC\) at Mission College](http://www.healthoccupations.org) has been working on a Vocational English as a Second Language (VESL) curriculum for Health careers. This program will soon be available at: www.healthoccupations.org.
 - [Bridge to Advanced Technological Education and Employment Project VESL Curriculum Guide](http://www.uic.edu/cuppa/techbridge/PDF/VESLGuide_040100.PDF) (http://www.uic.edu/cuppa/techbridge/PDF/VESLGuide_040100.PDF) — The program was developed as part of a three-year project, funded by the National Science Foundation's Advanced Technological Education program, that is seeking to pilot and disseminate instructional materials designed to prepare educationally disadvantaged adults for career-path employment and post-secondary education in advanced technology fields.

- **Nontraditional Students**

- [ALICE](http://www.alice.org) (www.alice.org) — This is a free software program from Carnegie Mellon University. The software brings out the art of computer programming and is often more appealing to girls. Its inviting interface and support of storytelling makes computer programming easier to learn as well as fun. Experiencing computer programming through ALICE is an example of an experience that can change the perception of a career that is nontraditional for women.
- [Oregon Center for Nursing](http://www.oregoncenterfornursing.org) (www.oregoncenterfornursing.org) — The Oregon Center for Nursing produces “Are You Man Enough to be a Nurse,” featuring male nurses carrying out “masculine” hobbies and duties. Other sites can, for a fee, utilize the images and imprint their organizational names and logos, thus creating recruitment materials that have been focus-group tested.
- [National Institute for Women in Trades, Technology & Science](http://www.iwitts.org) (www.iwitts.org) — has a [WomenTech Educators](#) portion which includes a “proven practices library”, a portion of which is devoted to recent curriculum developments.
- PBS’s [SciGirls DVDs and Activity Guides](http://pbskids.org/dragonflytv/parentsteachers/scigirls.html) (http://pbskids.org/dragonflytv/parentsteachers/scigirls.html) — DragonflyTV’s SciGirls feature a group of hip, racially diverse girls from around the country having fun with science and getting down and dirty while explaining and demonstrating science concepts and serving as role models for female students. Over four hours of videos, a 15-minute teacher-training case study, 18 profiles of female scientists, and 2 corresponding full color activity guides are available.
- [WonderWise Women in Science Kits](http://wonderwise.unl.edu/) (http://wonderwise.unl.edu/) — There are nine WonderWise: Women in Science Kits all featuring exciting careers, via a DVD, CD-ROM and print activity guide. These real women scientists are role models who will make science come alive for female (and male) students. Students will see that scientists are people who are curious about the wonders of the world...just like them.
- [PDF curriculum documents available](http://www.iwitts.com/html/womentechportal_curriculum.html) (http://www.iwitts.com/html/womentechportal_curriculum.html) the iwitts website and include:
 - [Engineering Education: How to Design a Gender-Inclusive Curriculum](#) — This article finds that women prefer engineering in a total context, including social and environmental issues as well as purely technical matters. Find out more about designing a curriculum that fits with women’s learning styles.
 - [Gender and Science Learning Early in High School: Subject Matter and Laboratory Experiences](#) — A study of more than 12,000 high school students calls for increasing the emphasis on hands-on instruction. It finds that active involvement in the lab is critically important for all science students, in particular for girls.
 - [K-12 and University Collaboration: a Vehicle to Improve Curriculum and Female Enrollment in Engineering and Technology](#) — Address a dearth of female students in technology classes by introducing projects that appeal to women. One school in Massachusetts changed their design activities from robotic arms and sumo cars to handicapped ramps for local buildings, along with making other changes.
 - [Model Eliciting Activities: An In-Class Approach to Improving Interest and Persistence of Women in Engineering](#) — Answer the question on many women’s minds: What does my academic work have to do with the real world? These Model Eliciting Activities put engineering in a larger context and keep students engaged.
 - [Retaining Women in First Year CS Courses](#) — Collaborative learning and new laboratory courses were among the strategies that worked to retain computer science undergrads. This presentation illustrates these and other interventions that kept women and African Americans in the Computer Science Department.
 - [The Maui County High School Technology Survey](#) — In a survey of Maui County High Schools, females were twice as likely as males to indicate that they didn’t think they were good at science. Read about how the young women felt about making science relevant to their lives, and learning about jobs in technology.