

Folsom Cordova Unified School District

Course Outline English 600, 700, 800

Date: March 2007

Subject Area: Language Arts

Proposed Grade Level: 6-8

Course Length: Year

Grading: A-F/Pass

Number of Credits: N/A

Prerequisites: Recommendation of IEP Team

COURSE DESCRIPTION:

The purpose of this course is to provide a Language Arts curriculum that is taught at a pace and level for the understanding and success of students served through Special Education. Emphasis will be placed on enhancing the student's knowledge in the areas of reading, writing, listening, and speaking. Students below grade level will receive small group instruction to develop these skills.

This course will be modified to fit the student's individual ability, their functioning level, and addressing their IEP goals and objectives using State Curriculum Standards and CAPA guidelines.

GENERAL GOALS/PURPOSES:

Students will become acquainted with the mechanics of reading, writing, listening, and speaking as determined by the goals and objectives of each student's IEP.

STUDENT READING COMPONENT:

This course will focus on the following:

- Reading simple one-syllable and high-frequency words (i.e. sight words)
- Recognizing and naming all uppercase and lowercase letters of the alphabet
- Matching all consonants and short vowel sounds to appropriate letters
- Understanding that printed material provides information
- Matching oral words to printed words
- Identifying letters, words, and sentences
- Classifying grade-appropriate categories of words (i.e. concrete collections of animals, foods, toys)
- Recognizing common abbreviations (e.g. Jan., Sun., Mr., St.,)
- Following one-step written instructions
- Following two-step written instructions
- Asking and answering questions about essential elements of a text
- Identifying the main events of the plot, their causes, and the influences of each event on future events
- Identifying the structural features of popular media (e.g. newspapers, magazines, online information) and use the features to obtain information
- Locating information by using a variety of consumer, workplace, and public documents

STUDENT WRITING COMPONENT:

This course will focus on the following:

- Writing by moving from left to right and from top to bottom
- Printing legibly and spacing letters, words, and sentences appropriately
- Creating simple sentences or phrases with some assistance
- Completing basic business forms that require information such as name, address, and telephone number
- Identifying basic vocabulary and structures in a piece of writing
- Editing own work and correct punctuation
- Organizing and recording information
- Demonstrating basic keyboarding skills and familiarity with computer terminology (e.g. cursor, software, memory, disk drive, hard drive)

STUDENT ORAL COMPONENT:

This course will focus on the following:

- Speaking a few words or sentences
- Asking and answering questions using sentences or phrases
- Demonstrating comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing, **Picture Exchange Communication System**)
- Using common social greetings and simple repetitive phrases (e.g., "Good Morning Ms.")
- Understanding and following one-and two-step oral directions
- Listening attentively
- Sharing information and ideas, speaking audibly in complete coherent sentences
- Giving, restating, and following simple two-step directions
- Staying on the topic when speaking
- Asking questions for clarification and understanding
- Recounting experiences in a logical sequence
- Describing people, places, things (e.g. size, color, shape), locations, and actions
- Applying proper interviewing techniques

Students will become familiar with the above areas of Language Arts.

DETAILED UNITS OF INSTRUCTION:

All students should have access to district core materials as a first option

The texts for this course could include but should not be limited to:

Additional Special Education core:

| | |
|-----------------------------------|------------------------------|
| <i>Language!</i> | <i>Sopris West</i> |
| <i>Start Write</i> | <i>Online Startwrite.com</i> |
| <i>Edmark Functional Word</i> | <i>Riverdeep</i> |
| <i>SRA Read Reach</i> | <i>McGraw Hill</i> |
| <i>SRA Reading Mastery</i> | <i>McGraw Hill</i> |
| <i>Remedia Practical Practice</i> | <i>Remedia</i> |

Supplemental:

Step Up to Writing
SIPPS

Sorpis West
Scholastic

Trimester One

1. Reading/Word Analysis
2. Reading/Reading Comprehension
3. Writing/Writing Strategies
4. Listening and Speaking/ Listening and Speaking Strategies
5. Listening and Speaking/ Speaking Applications

Trimester Two and Three

Continue to build on functional Language Arts curriculum as in Trimester One

Instructional Methods:

- Teacher presentation
- Small groups
- 1:1 instruction
- Classroom discussions
- Questioning techniques
- Practical functional learning
- Hands on activities
- Role playing
- Community exploration

Assessment Methods:

- Quizzes and tests to check for understanding
- Teacher task analysis
- Criterion tests
- Group discussions
- Role playing
- Community exploration
- IEP goals and objectives
- Teacher observations

THIS COURSE WILL PREPARE STUDENTS FOR THE CAPA EXAM IN:

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

CAPA – Language Arts

Reading/Word Analysis

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

Reading/Reading Comprehension

1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Writing/Writing Strategies

1.1, 1.2, 1.3

Listening and Speaking

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learner:** Who are introduced to appropriate sources for finding information, materials, and functional tools to be as independent as possible using their Language Arts skills.
- **Effective Communicators:** Who will communicate effectively and independently using functional and practical skills in regards to reading, writing, listening, and speaking.
- **Quality Producers/Performers:** Who will become familiar with the use of reading and writing skills.
- **Constructive Thinkers:** Who will work on effective techniques to problem solve.
- **Collaborative Workers:** Who will effectively work with peers, classmates, and co-workers towards a common goal.
- **Responsible Citizens:** Who will develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.