

# Folsom Cordova Unified School District

## Course Outline Social Science 600,700,800

**Date:** April 2007

**Subject Area:** Social Science

**Proposed Grade Level:** 6-8

**Course Length:** 1 Year

**Grading:** A-F

**Number of Credits:** N/A

**Prerequisites:** Recommendation of IEP Team

### **COURSE DESCRIPTION:**

Social Science will provide Independent Living Skills (ILS) training, community based instruction (CBI), prevocational and vocational training, mobility training, social skills support and functional academics for students served through support services. It will provide students opportunities to experience high school while preparing for the world of work upon completion of high school. Small group and individual instruction are provided both on campus and in the community. The emphasis of this course is to generalize curriculum both on campus and in the community.

### **GENERAL GOALS/PURPOSES:**

Students will have the opportunity to:

- Receive instruction in natural settings in the community
- Receive instruction at their individual levels
- Develop and refine functional academic skills
- Locate and access local businesses and restaurants
- Develop skills to locate and process information in a newspaper, phonebook, menu, calendar, etc.
- Participate in school clubs and activities
- Utilize public transportation
- Become as independent as possible
- Prepare for life post high school
- Explore adult service providers

### **STUDENT READING COMPONENT:**

The degree to which a student can participate will vary and depend upon their individual strengths. Students will be introduced to the structural features of popular media like newspapers, magazines, and online information, as well as how to use this information. A variety of consumer workplace, consumer and public documents such as applications, schedules, phonebooks, menus, and calendars will be used.

## **STUDENT WRITING COMPONENT:**

The degree to which a student can participate will vary and depend upon their individual strengths. Students will practice printing legibly and spacing words appropriately when writing answers to questions. Students will, to the best of their abilities, write their names, addresses, days, months, and year. Students will write from left to right and from top to bottom as they practice completing simple forms.

## **STUDENT ORAL COMPONENT:**

The degree to which a student can participate will vary and will depend on their individual strengths. Students will listen attentively then to the best of their abilities, follow one and two step oral directions. Students will share information and ideas while recounting experiences in a logical sequence as they relay summaries of their day to their peers and staff. Students will be encouraged to and reinforced to stay on topic and ask questions for clarification.

## **DETAILED UNITS OF INSTRUCTION:**

This course will assist the students in the following areas:

- Understanding the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule”.
- Follow the rules, such as sharing and taking turns, and know that breaking the rules carry consequences.
- Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- Understand the concept of exchange and the use of money to purchase goods and services.
- Match simple descriptions of work that people do the names of related jobs at the school, and in the local community.
- Identify the specialized work that people do to manufacture, transport, market goods and services, and the contributions of those that work in the home.
- Demonstrate familiarity with the school’s layout, the environment, and the jobs that people do there.
- Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
- Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities)
- Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
- Put events in temporal order using a calendar, placing days, weeks, and months in the proper order.
- Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthday, and Martin Luther King Day).
- Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
- Know beliefs and related behaviors of characters in stories from times past and understand the consequences of those characters’ actions.
- Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington; Daniel Boone, and Benjamin Franklin.

### **Trimester One**

#### **I. School layout**

##### **A. Understand the location of classroom and necessary areas of the school**

###### **1. Cafeteria**

2. Office
  3. Bathrooms
  4. Gym
- B. Know the people of the school and their jobs
1. Secretary
  2. Principals
  3. Teachers
  4. Campus monitors

## II. Calendar

- A. Months
- B. Days of the week
- C. Important holidays

## **Trimester Two:**

### III. Positional Words

1. Near and far
2. On and off, in and out
3. Over and under, up and down
4. in front of and behind, next to and beside

### IV. Traffic Symbols

1. Road symbols
2. Safety in the community

### V. Weather

1. Clothing to be worn in various weather climates
2. Changes in weather patterns

## **Trimester Three:**

### VI. Good Citizenship

1. Appropriate behavior in the class
2. Appropriate behavior in public
3. Riding public transportation
4. Appropriate behavior at work

### VII. Using Communication Systems

1. Telephone skills
2. Phonebook
3. Newspaper

### VIII. Explore Adult Services

1. Workability (if they meet eligibility requirements)
2. Transition Information

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

## **Recommended Special Education Teacher Resources:**

*Social Skills Stories*

*Navigating the Social World*

*Tribes*

*Kindergarten Math Manipulatives*

*Life Skills Activities for Secondary Students, Darlene Mannix, Jossey-Bass, 1998*

*Social Skills Activities for Secondary Students, Darlene Mannix, Jossey-Bass, 1998*

*Life Skills Activities for Special Children, Darlene Mannix, Jossey-Bass, 1998*

**Supplemental Materials**

*Public transportation passes*

*Calendars*

*Reinforcers/manipulatives*

**Instructional Methods:**

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

**Assessment Methods:**

- Practical practice
- Students performance- observation
- Teacher data
- Task analysis
- Criterion tests

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAPA TEST:**

English-Language Arts

History-Social Science

Moderate-Severe Physical Education

Moderate-Severe Health and Knowledge

**LAB FEE, IF REQUIRED:**

None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

English-Language Arts Standards:

Reading/Word Analysis	1.4, 1.5, 1.6
Reading/Reading Comprehension	2.3, 2.4
Listening and Speaking Strategies	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7
Listening and Speaking Applications	5.1, 5.2

History-Social Science Standards:

Civics	1.1, 1.2, 1.3, 1.4
Economics	2.1

Moderate-Severe Physical Education Standards

Movement/Mobility	2.5
Recreation/Leisure/Sportsmanship	4.1, 4.2, 4.3, 4.4, 4.5, 4.6,

## Moderate-Severe Health and Knowledge Standards

Interpersonal Relationships	1.1, 1.2, 1.3, 1.4, 1.5
Positive Health Behaviors	2.1, 2.2, 2.3, 2.4, 2.5
Personal Safety	3.1, 3.2, 3.3, 3.4, 3.5

### **DISTRICT ESLR'S TO BE ADDRESSED:**

#### **Students will be:**

- **Self-Directed Learners:** As they understand and use the appropriate sources to find information, materials and functional tools to be as independent as possible using community services. The students will advocate for themselves and make appropriate choices in order to become productive and contributing members of society.
- **Effective Communicators:** As they become successful in communicating with community people and employers. Students will communicate effectively using functional and practical skills regarding community services, stores, and food establishments. The students will express needs, wants, and questions to the best of their abilities. They will be active listeners.
- **Quality Producers/Performers:** As they use their skills to become proficient in the use of money, time and community resources to become as independent as possible. The students will understand the importance of neat and organized work. They will understand the importance of always trying their hardest at whatever they do.
- **Constructive Thinkers:** As they demonstrate the proper use of money. Students will also be required to determine the proper time when given a functional objective. The students will identify a problem, make a list of possible strategies and one by one try the strategies until they have effectively solved the problem.
- **Collaborative Workers:** As they work in groups on projects. The students will effectively work with peers, classmates, and coworkers toward a common goal.
- **Responsible Citizens:** As they develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment. They will accept consequences for their actions and understand their role in the learning process.