

# Folsom Cordova Unified School District

## Course Outline English 1000

**Date: March 2007**

**Subject Area: Language Arts**

**Proposed Grade Level: 9-12**

**Course Length: 1 Year**

**Grading: A-F**

**Number of Credits: 5 per semester**

**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. The emphasis of this course is to enhance knowledge in the areas of reading, writing, listening, and speaking.

Students who are below grade level will receive small group instruction to develop skills in reading, writing, listening, and speaking. This course will be modified for each student's ability using state curriculum standards, CAPA, and the student's functional level. Each student's Language Arts program will be designed to help students maximize their skills. Individual goals and objectives of students will be addressed to meet IEP goals and state standards using the CAPA guidelines.

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

Students will become acquainted with the mechanics of reading, writing, listening and speaking skills as determined at each student's level determined by goals and objective of 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 space 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, and speaking audibly in complete coherent sentences
- Giving, restating, and following simple two-step directions
- Staying on 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

### **DETAILED UNITS OF INSTRUCTION:**

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

#### Special Education Core:

Language!	Sopris West
Start Write	online
Edmark Functional Word	Riverdeep
SRA Read Reach	McGraw Hill
SRA Reading Mastery	McGraw Hill
Remedia Practical Practice	Remedia

Supplemental:

Step Up to Writing  
SIPPS

Sopris West  
Scholastic

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

**Semester One**

Students will become familiar with Language Arts in:  
Reading/Word analysis  
Reading/Reading comprehension  
Writing/Writing strategies  
Listening and speaking/ Listening and speaking strategies  
Listening and speaking/ speaking applications

**Semester Two**

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

**Instructional Methods:**

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

**Assessment Methods:**

- Quizzes and tests to check for understanding
- Teacher task analysis
- Criterion Tests
- Group discussions
- Role Playing
- Community Exploration
- Community Training
- 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 will be introduced to the appropriate sources for finding information, materials, and functional tools in order to be as independent as possible.
- **Effective Communicators:** Using functional and practical skills, as they communicate with a variety of sources throughout the year in small groups as well as independently.
- **Quality Producers/Performers:** As they develop their skills in the areas of reading and writing.
- **Constructive Thinkers:** As they are trained in effective techniques to help them become problem solvers.
- **Collaborative Workers:** As they learn to effectively work with peers, classmates, and co-workers towards a common goal.
- **Responsible Citizens:** Through course work and units of study, as they develop a better understanding of themselves, the world around them, and the impact they have on their social, political, and natural environment.