

Folsom Cordova Unified School District

Course Outline Social Science 1000

Date: March 2007

Subject Area: Social Science

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:

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 after high school. Small group and individual instruction are provided 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
- Prepare for life post high school
- Explore Adult Services Providers
- Become as independent as possible

STUDENT READING COMPONENT:

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

STUDENT WRITING COMPONENT:

The degree to which a student can participate will vary and will depend upon 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 individual strengths. Students will listen attentively, to the best of their abilities, and 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 for, staying on topic and asking questions for clarification.

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:

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

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

Supplemental Materials

Public Transportation Passes

Calendars

Reinforcers/manipulatives

Student Social Component:

This course will assist the students in the following areas:

- Understand 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 rules, such as, sharing and taking turns, and know the consequences of breaking them
- 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 school, in the community, and from historical accounts

- Identify the specialized work that people do to manufacture, transport, and market goods and services, and the contributions of those who work in the home
- Demonstrate familiarity with the school's layout, environments, and the jobs 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 proper order
- Identify the purposes of why we honor people and events, commemorate holidays, including the human struggles that were the basis for some events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthday, Martin Luther King)
- 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 the 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

Semester 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

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

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

Semester Two:

Continue to build on functional skills curriculum as in Semester One

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 EXAM:

Writing, Reading, Math, and Social Science

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

CAPA

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

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 Learner:** as they understand and use the appropriate sources to find information, materials, and functional tools to be as independent as possible. 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 people and employers in their community. Students will communicate effectively using functional and practical skills regarding 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:** Using 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 are required to functionally 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 on group projects together. 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.