

# COURSE OF STUDY GUIDE

## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE:     Experiential English    

DEPARTMENT:     Special Education          DATE REVISED:     August, 2016    

GRADE:     9-12+    

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### I. COURSE ORGANIZATION

Length:     1 year (repeatable)    

Credits:     5    

Periods Per Week:     5    

Weighted:

Prerequisite: As per IEP

### II. COURSE DESCRIPTION

As per student's IEP, students will work on functional literacy skills at their appropriate level. Skills may include reading, writing, viewing and speaking. Skills will focus on developing student's independence as needed for personal safety, the work environment as well as personal expression, social interchange and enjoyment.

### III. COURSE MISSION

To guide students to promote and develop literacy skills needed for a safe and productive life during and after high school.

### IV. DEPARTMENT MISSION

### VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Standard Forms  
Example: Students will use a variety of vocabulary words correctly in a sentence.
- Written  
Example: Students will prepare a writing demonstrating planning, correct usage of language, inclusion of who, what and where information, as well as completing revision and editing to enhance meaning (with guidance and support from adults, as needed).
- Visual

Example: Students will create a visual representation of a story or information.

- Public Speaking

Example: Students will introduce themselves and their topic and share research information with the class.

- Portfolio

Example: Students will collect a sample of their poems, writings, or illustrations to reflect their expressive abilities.

**VII. POSSIBLE ASSESSMENT TASKS**

*Written*

*Oral*

*Visual*

**VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME**

**Content Pacing Guide & Standards**

<b>SKILL SET I: VOCABULARY</b>		
Using vocabulary and acquiring new:	Standards	Time Frame
Literal meaning of words	EE.RL.3.4	10-30 mins per double period
Meaning of words in context	EE.RL.4.4	
Intended meaning of multi-meaning words in context	EE.RL.5.4	
Find the missing words and phrases to complete a sentence	EE.RI.3.4	
Determine the meaning of words in a text	EE.RI.4.4	
Determine the meanings of domain-specific words and phrases	EE.RI.5.4	
With guidance and support, demonstrate knowledge of word meanings by selecting missing word(s) from a sentence	EE.L.3.4a	
Use context as clue to select word(s) to complete a sentence	EE.L.4.4a	
Use the past tense of frequently occurring irregular verbs	EE.L.5.1b	

<b>SKILL SET II: READING</b>		
Decoding, sight words, functional sight words, symbol recognition, comprehension	Standards	Time Frame
Use letter-sound knowledge to decode words, plus context to identify unfamiliar words	EE.RF.4.3	20-40 mins per double period
Recognize common sight words	EE.RF.5.3	
Recognize 10 irregular words	EE.RF.2.3f	
Recognize 10 functional words for each unit	EE.RF.2.3f	
Recognize 10 symbols for each unit	EE.RF.2.3f	
Recognize 10 academic words for each unit	EE.RF.2.3f	
Ask and answer who, what, where questions for understanding	EE.RL.2.1	
	EE.RI.2.1	
Identify the topic of a text	EE.RI. 2.2	
Use details from story to retell content	EE.RL.4.1	
Identify theme or main idea of familiar story	EE.RL.4.2	

Identify explicit details from informational text	EE.RI. 4.1	
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<b>SKILL SET III: WRITING and TECHNOLOGY</b>		
Using words and images to demonstrate understanding and self-expression:  With guidance and support from adults plan before writing, and revise first draft Demonstrate standard English grammar and usage when communicating Form and use the past tense of frequently occurring irregular verbs Use personal pronouns correctly With guidance and support from adults, add more information to a writing, dictation, or drawing to strengthen the message With guidance and support from adults, use technology to produce and publish writing or visual information With guidance and support from adults, use technology, including the internet, to produce writing and visual content, while interacting and collaborating with others	Standards  EE.W.5.5 EE.W.6.5 EE.L.5.1 EE.L.6.1 EE.L.5.1b  EE.L.6.1a EE.W.2.5  EE.W.2.6  EE.W.4.6	Time Frame          15-30 mins per double period

<b>SKILL SET IV: SPEAKING AND LISTENING</b>		
Interacting socially and academically with peers and adults:  Participating in conversations with adults and peers; taking turns; building on others' talk by linking; asking for clarification During shared reading activities, ask and answer questions Select visual, audio or tactual representations to depict a personal experience Engage in collaborative discussions about texts and listen to others' ideas Retell a story or personal experience Report on a familiar topic or text or present an opinion including related facts	Standards  EE.SL.2.1a,b,c  EE.SL.2.2 EE.SL.2.5  EE.SL.3.1a, b  EE.SL.4.4 EE.SL.5.4	Time Frame          10-30 mins per double period

<b>SKILL SET V: LITERATURE</b>		
Actively engage in share reading of stories and poetry for clearly stated purposes Actively engage in shared reading of information text Use words acquired through conversations, being read to, and during shared reading activities Write routinely for a variety of tasks, purposes and audiences	Standards  EE.RL.2.10  EE.RI.2.10 EE.L.2.6  EE.W.3.10	Time Frame          15-30 mins per double period

**TOPIC LENSES THROUGH WHICH TO TEACH SELF DETERMINATION AND INCREASE ADULT OUTCOMES:**

	Standards	Time Frame
<p><b><u>TOPIC LENSE 1: SAFETY AND HYGIENE</u></b>            Daily independent living and life skills –            Fire safety in home; what to do; what to do if alone; call for help            Vehicle passenger safety; safety rules, what to do if in an accident, driver’s education key words such as caution, yield etc            Cooking safety; sequencing;            Online safety; privacy and sharing private information            Laundry and personal hygiene including dental care; label body, self care, grooming, medicine safety...            Address, age, birth date etc</p> <p><b><u>TOPIC LENSE 2: FAMILY AND MANNERS</u></b>            Calendar: holidays, seasons, birthdays, sequence, abbreviations            Courtesy: sharing, taking turns and kindness, invitations, hosting, conversation skills, listening skills, personal space skills            Gratitude: showing thanks, letter writing,            Greetings: daily greeting, how to enter and exit a room, how and when OK to interrupt            Leisure pursuits, traditions and customs            Social skill development            Personal folders</p> <p><b><u>TOPIC LENSE 3: FOLLOWING DIRECTIONS AND OCCUPATIONAL SKILLS</u></b>            Demographics: address, personal information to fill out forms,            Following directions: 2 step directions, 3 step directions, 4 step directions, participation in all activities            Weekly jobs: trained in small classroom responsibilities, rotated periodically            Maintaining attention and building stamina to focus            Learning how to adapt to change both anticipated and not; how to deal with negative emotions at school            Facing social conflict and resolving it using positive strategies            Prepare for integrated employment            Life skills; daily independent living; accessing adult services            Community experiences for community mobility and participation            Assistive technology and continuing adult education</p> <p><b><u>TOPIC LENSE 4: THE WORLD AROUND US</u></b>            Students will explore life and earth science topics            Students will explore topics linked to math            Students will explore topics of personal interest            Cultural events: Olympics, election, hurricanes, etc            Map reading skills, globe, USA, NJ, local area            Idioms, analogies, synonyms, antonyms, compound words            Science, math, computer vocab</p>		<p>Each lense and its internal topics will be given an instructional period or more to cover vocabulary and content and provide student with time to apply knowledge with written, oral or visual tasks.</p> <p>Then, content will also be spiraled throughout year and this repetition will provide an opportunity for generalization of knowledge and skills combined with continued dialog with peers, teachers, aides and families.</p> <p>Collaboration will continue with Life Skills teachers, OT and speech specialists, Media specialist and community members.</p>

<p>Research skills and sources Internet use, keyboard skills, email use</p> <p>ANALYSIS METHODS FOR WORD WORK SHOULD INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING CONSTRUCTS:</p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Comparison</li> <li>• Contrast</li> <li>• Retelling (paraphrase, summarize)</li> <li>• Main Idea</li> <li>• Details</li> <li>• Predict</li> <li>• Fact v Opinion</li> <li>• Cause &amp; Effect</li> <li>• Author’s purpose</li> <li>• Context clues</li> <li>• Categorize</li> <li>• Match</li> <li>• Illustrations</li> </ul>		
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**IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS**

Possible instructional techniques may include but may not be limited to the following:

**Resource Center** – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

**Inclusion** – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

**Enrichments** – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher’s resource guide of the approved textbook series.

**X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS**

*Videos:*

*Illustrations:*

*Art:*

*Music:*

*Other Subjects*

## **XI. MATERIALS/TECHNOLOGY**

### Reading materials

- Books –
- Scholastic Magazines
- Online text (internet, laptops, ipads)
- Photocopied pages
- Library materials
- ipad

### Writing materials

- Journals
- Lined paper
- Laptops
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### Visual materials

- Banner paper, construction paper, colored paper
- Magazines etc to cut up
- Crayons, markers, etc
- Scissors, glue, tape
- Other
- Ipad
- Projector
- Elmo
- Interactive whiteboard
- YouTube
- PowerPoint
- Google Chrome
- Google 360
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### Lense materials

- Safety and hygiene instruction
- Family and manners instruction
- Following directions and occupational skills instruction
- The world around us instruction

### Manipulatives

- Teacher created learning tasks
- Educational games
- Tiles, magnets, Velcro, cut and paste

- Games: BINGO, match, crossword, word webs, concentration, dice, spinner, patterns, ipad, etc
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