

DOBBS FERRY MIDDLE SCHOOL
Dobbs Ferry, New York 10522

COURSE OUTLINE

SUBJECT: Resource Room

GRADE: 6

Course Description:

The primary focus of this program is to provide students with learning strategies, study techniques, organizational and social/emotional skills that address IEP objectives. Students also utilize the resource room for testing accommodations and to receive/review, reinforcement, and re-teaching of content area concepts. The overall goal of resource room is to offer students the tools required to become independent and self-directed learners.

Anticipated student outcomes:

By June of this year, students in this class should be able to demonstrate the following competencies:

- Internalize and effectively apply learning, organizational, study skills and social/emotional strategies in various academic and social arenas, throughout the school day.
- Take greater initiative and more responsibility for their academics and learning.
- Utilize testing accommodations and program modifications.
- Develop skills necessary to achieve goals on Individualized Education Plans.
- Request assistance from the special education and general education teachers as necessary.

Materials required or used:

Content area textbooks, agenda pads, independent student work folder, technology, skill building workbooks, manipulatives, visuals, and graphic organizers.

Criteria for grading:

Grading is based on progress toward IEP goals.

Outline developed by: Special Education Department

Date: Spring 2014

DOBBS FERRY MIDDLE SCHOOL
Dobbs Ferry, New York 10522

COURSE OUTLINE

SUBJECT: Special Class Reading

GRADE: 6

Course Description:

In this course, small group instruction is utilized. The general aim is to provide basic reading skills. The skills focused on are reading comprehension and decoding.

Anticipated student outcomes:

By June of this year, students in this class should be able to demonstrate the following competencies:

- Increase their reading skills and conceptual understanding by reading aloud or silently in class. In addition, students will demonstrate proper reading comprehension skills of fiction and non-fiction text. This will be accomplished through worksheets, tests, in-class reading, discussion of the reading material, and teacher-made materials.
- Learn new words by employing context clues and other strategies.
- Developing listening skills through read-alouds.

Materials required or used:

Independent student work folder, technology, skill building workbooks, graphic organizers, fiction and non-fiction texts, and teacher-made materials

Criteria for grading:

- Student effort and receptiveness to provided support
- Demonstration of academic growth and progress
- Behavior and efficient use of class time

Outline developed by: Special Education Department

Date: Fall 2015