

## **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/pre-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 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:**

Agenda pads, independent student work folder, technology, skill building workbooks, manipulatives, visuals, graphic organizers, and teacher-made materials.

**Criteria for grading:**

Grading is based on progress toward IEP goals

## 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 decoding, encoding, fluency, and comprehension.

### **Anticipated student outcomes:**

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

- Improve accurate and fluent word recognition
- Increase spelling and proofreading proficiency
- Increase vocabulary and listening comprehension skills
- Improve reading comprehension with narrative and expository text of increasing levels of difficulty
- The above will be accomplished through formal and informal data collection such as worksheets and other teacher made materials, charting and fluency scores

### **Materials required or used:**

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

### **Criteria for grading:**

- Grading is based on progress toward IEP goals

*Outline developed by: Special Education Department*

*Date: Winter 2024*