

Portland Public Schools
Intensive Skills Classroom-Academic Focus
2016-2017

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| Teacher: Josephine Scott jscott3@pps.net (503) 916-5640 x70306 | | School: Hosford Middle School | |
| Subject: Intensive Skills (All Core Subjects at a scaffolded level) | Course Title: Intensive Skills- Functional | Grade Level: 6-8 | |
| Course Description: The Intensive Skills Classroom (ISC) supports students with learning needs due to cognitive deficits that impact their participation in the general curriculum. This program provides specially designed instruction, as appropriate, in the areas of functional and basic academic skills, social skills, communication skills, and for some students, basic life routines. Students learn literacy and math skills at their instructional level, consistent with each student's IEP. Students have opportunities to participate in general education experiences as much as possible. | | | |
| Priority Standards: GRADE 6: Language Arts: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. Math: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples Apply and extend previous understandings of numbers to the system of rational numbers. Solve real-world and mathematical problems involving area, surface area, and volume. Draw, construct, and describe geometrical figures and describe the relationships between them. Understand congruence and similarity using physical models, transparencies, or geometry software Analyze proportional relationships and use them to solve real-world and mathematical problems. | | | |
| District Adopted Materials: The Intensive Skills Room utilizes a specialized curriculum called the Unique Learning System (ULS) which is an online, interactive, standards-based curriculum specifically designed for students with special needs. ULS has monthly, instructional, thematic units of study. Each unit contains special education lesson plans and interactive materials teachers can implement into classroom learning activities. This curriculum is focused on | | | |

literacy and integrates lessons in all subject areas including Math, Science, Social Studies, Social Skills and Life Skills.

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

- ULS operates on 3 levels in which each level is scaffolded to the students' level. Students assigned to a level based on their current skill level. Students can graduate up to a higher level with demonstrated improvement. Students can then graduate up to a general education language arts/math class with demonstrated improvement.
- Low student to staff ratio allows more individualized attention and support. Paraeducators also push in to general education classes and electives to support ISC students as needed
- Small group work encourages collaboration and cooperation and the opportunity to work with diverse thinkers
- Multiple means of representation: All students learning differently. The ISC incorporates visual and auditory input as well as hands on activities.
- Implementation of IEP goals, modifications and accommodations
- Collaboration and coordination with Related Service Providers (Speech and Language Pathologists, Occupational Therapy, Physical Therapy, School Psychologist)
- Use of technology/visuals: Computers are utilized for educational purposes. Videos and visuals are utilized to engage visual learners and students who experience challenges staying focused.
- Sensory breaks: Students who need to take a break to refocus during academic time do so for a short period of time. Students are given the opportunity to decompress, reduce sensory overload and return to the learning environment.

Essential Skills to be Taught:

Language Arts:

Oral reading fluency, Vocabulary development, Comprehension of Literature and Nonfiction

Math:

Number Sense, Basic Operations (Addition, Subtraction, Multiplication and Division), Fractions, Decimals, Measurement and Geometry

Social Skills:

Basic Social Skills such as Starting a Conversation, Waiting in Line, Asking for Help, Emotional Regulation, Interpersonal Skills, Anger Management, Mindfulness, etc.

Study Skills:

Setting Goals, Time Management, Getting and Staying Organized, Working in Small Groups/Cooperation, Getting assistance in completing assignments

Behavioral Expectations:

Absences: It is important for students to attend school daily, unless ill. It is difficult to achieve all IEP goals with inconsistent attendance.

Effort: Students are expected in giving their best effort at all times. Some of the best learning comes from making mistakes and learning from them.

Grading: The ISC classroom issues progress reports in connection to each student's IEP goals. Students are expected to work toward accomplishing IEP goals in academic, social and behavioral areas.

Classroom Expectations:

Sit quietly in your chair

Keep your hands/body to yourself

Keep the legs of the chair on the floor

Raise your hand to speak, answer and ask questions

Look at and listen to the speaker

Do your best work!

Mistakes are to be:

Expected

Respected

Inspected