OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

ACADEMIC COURSE OUTLINE

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Title</th>
<th>Course Code</th>
<th>Grade Level</th>
<th>Short Title</th>
<th>Grad Requirement Subject</th>
<th>Required</th>
<th>Elective</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Functional Academics-English Language Arts 6</td>
<td>5480</td>
<td>6</td>
<td>FA ELA 6</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Student’s Individualized Education Program (IEP) and Goals require a functional/foundational program</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Education Specialist Credential- Moderate/Severe Disabilities</td>
</tr>
</tbody>
</table>

COURSE OVERVIEW:
The purpose of the course Functional Academics- English Language Arts is to develop skills aligned with the Common Core State Standards for English Language Arts while emphasizing literacy application and generalization of functional skills which can be applied to real-life situations. The course uses a balanced approach to academic and functional literacy instruction to support students in developing skills in the following areas: vocabulary, comprehension, grammar, main idea, literal and inferential recall knowledge, analysis, application, figurative language, writing, and research. Skills are taught using grade-appropriate literature and informational texts. Functional Academics- English Language Arts is aligned to the CCSS-ELA and the Core Content Connectors (CCC- ELA), which are assessed by the California Alternate Assessment (CAA) with the goal of increased academic outcomes for students and preparing students to leave high school ready for post-secondary outcomes.

Functional Academics-English language Arts implements a multi-year curriculum, which bases instruction responsive to individual student data of literacy skill abilities. The goal for all students is to make progress with gaining literacy skills while moving through the various level of supports toward independence. Given the focus of generalization of skills, students should be provided with ample opportunities to apply what they have learned to a variety of pieces of text. This course uses multiple supports to meet the needs of students’ unique range of learning styles and abilities including multileveled learning objectives and supports for various communication modes (e.g., augmentative or alternate communication (AAC) systems, eye gaze systems, symbol supports).

EXPECTED OUTCOMES
Students are expected to make individual progress toward their IEP goals related to functional English Language Arts skills. Students will make progress toward increased proficiency levels on a variety of tasks and assessments addressing the Common Core State Standards for English Language Arts Core Content Connectors addressed in Functional Academics- English Language Arts. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

Academic Standards:
The Core Content Connectors (CCC) are content targets linked to the Common Core State Standards (CCSS). The CCCs are less complex than the CCSS, focusing on the main academic content in each subject and grade. The CCCs illustrate the necessary knowledge and skills needed to reach the learning targets within the CCSS. The CCCs identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.
The ultimate standards in English Language Arts for all students are the Common Core State Standards. Core Content Connectors are not standards; Individualized student goals should reference the appropriate CCSS for English Language Arts. Core Content Connectors provide access to the CCSS by identifying the most salient grade-level, core academic content in English Language Arts. The Essential Understandings identify the fundamental concepts and skills that students use to address the content described in the Core Content Connector.

**Bolded standards indicate that these standards will be assessed on the California Alternative Assessment (CAA). Please refer to the California Assessment of Student Performance and Progress (CAASPP) California Alternate Assessments Blueprint for English Language Arts Document [http://www.cde.ca.gov/ta/tg/ca/altassessment.asp](http://www.cde.ca.gov/ta/tg/ca/altassessment.asp)**

### Reading: Literature

<table>
<thead>
<tr>
<th>CCSS-ELA</th>
<th>CCC</th>
<th>Essential Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</td>
<td>Recall details in a text.</td>
</tr>
<tr>
<td>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</td>
<td>Identify characters in a story.</td>
</tr>
<tr>
<td>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</td>
<td>Identify what happens in the beginning and ending of a story.</td>
</tr>
</tbody>
</table>

### Reading: Informational Text

<table>
<thead>
<tr>
<th>CCSS-ELA</th>
<th>CCC</th>
<th>Essential Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</td>
<td>Identify the main idea of a text.</td>
</tr>
<tr>
<td>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</td>
<td>Identify a description of an event or individual in a text.</td>
</tr>
<tr>
<td>6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</td>
<td>6.RI.b4 Summarize information gained from a variety of sources including media or texts.</td>
<td>Identify a topic from a single source.</td>
</tr>
</tbody>
</table>
**Writing**

<table>
<thead>
<tr>
<th>CCSS-ELA</th>
<th>CCC</th>
<th>Essential Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td>6.WL.c1 Organize ideas and events so that they unfold naturally.</td>
<td>Identify the order of events given a short passage/text (e.g., sequence a set of events from an adapted chapter).</td>
</tr>
<tr>
<td>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td>Match transition words, phrases, and clauses within a text.</td>
</tr>
<tr>
<td>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</td>
<td>Given a specific purpose, produce a permanent product (e.g., select text appropriate to the purpose, identify descriptive sentences, and select a concluding statement).</td>
</tr>
</tbody>
</table>

**Speaking and Listening**

<table>
<thead>
<tr>
<th>CCSS-ELA</th>
<th>CCC</th>
<th>Essential Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL 6.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, issues, building on others’ ideas an expressing their own clearly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SL 6.2 Interpret information presented in diverse media and formats (e.g., visually quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

| Language |
|-----------------|-----------------|-------------------|
| **CCSS-ELA** | **CCC** | **Essential Understandings** |
| 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.  
6.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of the word or phrase. | 6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases. | Identify multiple meaning words (e.g., EDL 4 or 5). |
| 6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6.RWL.c1 Use general academic and domain specific words and phrases accurately. | Identify general academic words (e.g., EDL 4 or 5). |

**EXPECTED INTEGRATED OUTCOMES**
(From the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013)

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.
Standards for Career Ready Practice (CR)

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.
9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:**
Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and individual student needs.

Bolded standards indicate that these standards will be assessed on the California Alternative Assessment (CAA). Please refer to the California Assessment of Student Performance and Progress (CAASPP) California Alternate Assessments Blueprint for English Language Arts Document http://www.cde.ca.gov/ta/tg/ca/altassessment.asp

**Unit 1: Theme- Change**

**Duration:** The duration of the unit of instruction is dependent on the students’ responsiveness to the curriculum. Students should be given opportunities to apply newly acquired skills to expansion activities across various pieces of text in order to generalize their learning.

**Description:** This unit will focus on vocabulary development, comprehension (i.e., making predictions, literal recall, identify main idea, identify main character and setting, and sequencing action/events), and writing to express an opinion. Refer to Scope and Sequence in Implementation Guide for specifics related to the instructional skill focus for each of the forms of literature that will be addressed within the unit.

**Required Assignments:**
The following forms of literature will be used in Unit 1:
- Adapted Fiction Novel- *Holes*, by Louis Sachar
- Adapted Nonfiction Novel- *We Beat the Street: How a Friendship Pact Led to Success*, Sampson Davis, George Jenkins, and Rameck Hunt
- Poem- “Still I Rise,” Maya Angelou
- Research- Changes

**Suggested Activities:**
See Implementation Guide for Unit 1 progression of lessons

**Materials:** Attainment Teaching to the Standards: English Language Arts


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**Unit 2: Theme- Values and Decision Making**

**Duration:** The duration of the unit of instruction is dependent on the students’ responsiveness to the curriculum. Students should be given opportunities to apply newly acquired skills to expansion activities across various pieces of text.

**Description:** This unit will focus on vocabulary development, comprehension (i.e., making predictions, literal and inferential recall, identify main idea, identify main character and setting, identify problem and solution, and sequencing action/events), and making connections within the text. Writing in Unit 2 will emphasize expressing multiple opinions supported by evidence from the text as well as critiquing opinions. Refer to Scope and Sequence in Implementation Guide for specifics related to the instructional skill focus for each of the forms of literature that will be addressed within the unit.

**Required Assignments:**
The following forms of literature will be used in Unit 2:
- Adapted Fiction Novel- *The Outsiders*, S.E. Hinton
- Adapted Nonfiction Story- *Neighbors*, Joh Sherrill
- Poem- “Dreams,” Langston Hughes
- Research- *Gandhi*

**Suggested Activities:**
See Implementation Guide for Unit 2 progression of lessons

**Materials:** Attainment Teaching to the Standards: English Language Arts


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**Unit 3: Theme- Social Justice**

**Duration:** The duration of the unit of instruction is dependent on the students’ responsiveness to the curriculum. Students should be given opportunities to apply newly acquired skills to expansion activities across various pieces of text.

**Description:** This unit will focus on vocabulary development, comprehension (i.e., making predictions, literal and inferential recall, identify main idea, identify main character and setting, identify problem and solution, and sequencing action/events), making connections within the text, and answering an analysis question. Writing in Unit 3 will emphasize expressing multiple opinions supported by evidence from the text, critiquing opinions, and arguing an opinion position. Refer to Scope and Sequence in Implementation Guide for specifics related to the instructional skill focus for each of the forms of literature that will be addressed within the unit.

**Required Assignments:**
The following forms of literature will be used in Unit 3:
- Adapted Fiction Novel- *Number the Stars*, Lois Lowry
- Play- *The Diary of Anne Frank*
- Adapted Poem- “When you Turn Out the Lights,” Shel Silverstein and an Unknown Author
• Research- Danish Resistance Movement

Suggested Activities:
See Implementation Guide for Unit 3 progression of lessons

Materials: Attainment Teaching to the Standards: English Language Arts


Unit 4: Theme- Global Awareness

Duration: The duration of the unit of instruction is dependent on the students’ responsiveness to the curriculum. Students should be given opportunities to apply newly acquired skills to expansion activities across various pieces of text.

Description: This unit will focus on vocabulary development, comprehension (i.e., making predictions, literal and inferential recall, identify main idea, identify main character and setting, identify problem and solution, and sequencing action/events), making connections within the text, and answering an analysis question. Writing in Unit 4 will emphasize expressing multiple opinions supported by evidence from the text, critiquing opinions, and arguing an opinion position. Refer to Scope and Sequence in Implementation Guide for specifics related to the instructional skill focus for each of the forms of literature that will be addressed within the unit.

Required Assignments:
The following forms of literature will be used in Unit 4:
• Adapted Fiction Novel- Dragonwings, Laurence Yep
• Play- Sadako and the Thousand Paper Cranes
• Adapted Poem- “One Tribe,” by Black Eyed Peas
• Research- Class-chosen

Suggested Activities:
See Implementation Guide for Unit 4 progression of lessons

Materials: Attainment Teaching to the Standards: English Language Arts


Unit 5: Functional Literacy

Duration: The functional literacy emphasis for 6th grade should be embedded at teacher discretion throughout the school year.

Description: These integrated functional literacy lesson provide students with the opportunity to generalize literacy skills across texts that focus on real-life experiences.

Required Assignments:
<table>
<thead>
<tr>
<th>Life Skills Reader</th>
<th>Safety Skills Reader</th>
<th>Focus on Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6-8 (Middle School) Community</td>
<td>Grades 6-12 (All Secondary) Community</td>
<td>Grades 6-8 (Middle School)</td>
</tr>
<tr>
<td>• Trip to the farm</td>
<td>• Pedestrian Safety</td>
<td>• Game Day</td>
</tr>
<tr>
<td>• Trip to the zoo</td>
<td>• Passenger Safety</td>
<td>• My New Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Board Game Fun?</td>
</tr>
</tbody>
</table>
### Grades 6-12 (All Secondary)

#### Community
- Barbershops
- Doors
- Fast food restaurants
- Fire departments
- Grocery stores
- Hotels
- Laundromats
- Libraries
- Restaurants
- Sit down restaurants
- Stores

#### Personal
- Expressions
- Indoor chores-washing dishes
- Preparing a meal
- Renting a movie
- Taking care of pets
- Recycling and garbage
- Visit to the dentist’s office
- Visit to the doctor’s office

#### School
- Getting ready for school
- Riding the bus
- Starting school in the morning
- The IMC
- The lunchroom

#### Signs
- City signs
- Community signs
- Safety signs

#### Transportation
- Riding in a car
- Getting around town
- Traveling long distance

### Grades 6-12 (All Secondary)

#### Home
- Getting Lost
- Fire Safety
- Bathroom Safety
- Mealtime
- Putting Food Away/ Doing Dishes
- Doing Dishes by Hand
- Dishwasher Safety
- Garbage Disposal Safety
- Strangers at Home
- Electrical Safety

#### Recreational
- Swimming Safety
- Sun Safety
- Cold Weather Safety
- Sports Safety
- Bug Safety

#### Personal
- Internet Safety
- Pet Safety

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**Suggested Activities:** All 6th grade students should be exposed to the required functional literacy assignments. In response to individual student and classroom need, teacher may choose to access other topics addressed within the materials.

**Materials:** Read to Learn- Safety Skills Reader, Life Skills Reader, & Focus on Feelings

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### Unit 5: Informational Text

**Duration:** The Informational Text emphasis for 6th grade should be embedded at teacher discretion throughout the school year.

**Description:** These integrated lessons provide students with opportunities to support the English Language Arts and Literacy Standards in History/Social Studies and Science.

**Required Assignments:**

<table>
<thead>
<tr>
<th>Explore American History</th>
<th>Teaching to the Standards: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 6-8 (Middle School)</strong></td>
<td><strong>Grade 6 Earth Science</strong></td>
</tr>
<tr>
<td>Unit 1- Explore History (expose every year)</td>
<td>Unit A: Earth</td>
</tr>
<tr>
<td>Use biographies, videos, and glossary resource as needed</td>
<td>Unit C: Waters</td>
</tr>
</tbody>
</table>
*As the science standards and corresponding assessment are shifting to reflect the Next Generation Science Standards, 8th grade students will need additional instruction around science content. The FA-ELA course supports literacy instruction within Science content but alone does not teach the Science Standards. Teachers must refer to the CAPA blueprints for specifics on what will be assessed during the students’ 8th grade year [http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp](http://www.cde.ca.gov/ta/tg/sr/capablueprints.asp)

**Suggested Activities:** All 6th grade students should be exposed to the required Informational Text required assignments. In response to individual student and classroom need, teacher may choose to access other topics addressed within the materials.

**Materials:** *Teaching to the Standards: Science & Explore American History*

**INSTRUCTIONAL METHOD AND/OR STRATEGIES:**
A variety of instructional strategies will be utilized to support various learning styles. The following are strategies that may be used in combination to support individual learning styles:

Various approaches to Supporting Diverse Learning Needs
- Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, *Students with Disabilities* and English Language Learners in K-12

**MATHEMATICS**

- Special Education Accommodations/Modifications: Some students with identified disabilities require accommodations and/or modification in order to access the general education curriculum. Accommodations/modifications for classroom and district assessment should be closely linked to the same accommodations that are given during classroom instruction. Refer to the table below to determine if a variation is considered an accommodation or a modification:

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does <strong>NOT</strong> fundamentally alter or lower the standard or expectation of the course, standard, or test</td>
<td>Fundamentally alters or lowers the standard or expectation of the course, standard, or test</td>
</tr>
<tr>
<td>Accommodations are changes in <strong>how</strong> a student access and demonstrates learning.</td>
<td>Modifications are changes in <strong>what</strong> a student is expected to learn.</td>
</tr>
<tr>
<td>May <strong>NOT</strong> be noted on progress reports, report cards, transcripts</td>
<td>May be reported on progress reports, report cards, transcripts</td>
</tr>
</tbody>
</table>

**COURSE MATERIALS:**
Core Text:
- *Teaching to the Standards: Math.* Browder, Jimenez, & Trela, Attainment, © 2008
- *Read to Learn* (Safety Skills Reader, Life Skills Reader, & Focus on Feelings). Attainment, © 2005-2010
Supplemental Materials:
- National Center and State Collaborative (NCSC), Instructional Resources Mathematics (Curriculum Resources Guides, Element Cards & Curriculum Resource Guides), 2014
  https://wiki.ncscpartners.org/index.php/Curriculum_Resources
- Boardmaker Online Secondary SDC MS Math Group
  https://www.boardmakeronline.com/
- News 2 You (n2y) and Unique Learning Systems (ULS)
  https://www.n2y.com

RESOURCES:
Documents
- Using Formative Assessment for Differentiation...................... LBUSD Math/ELA Curriculum Documents
- ELD Standards ................................................ http://www.cde.ca.gov/sp/el/er/eldstandards.asp
- Work-Based Learning Continuum ....................................... LBUSD Work-Based Learning webpage

District Offices
- Special Education Curriculum Office.............................(562) 997-8000, ext. 2905
- Math Curriculum Office ..............................................(562) 997-8000, ext. 2962
- Research Office .................................................(562) 997-8143

CLASSROOM PERFORMANCE CRITERIA:
Defines how good is good enough on which measures to demonstrate achievement of content standards.

Due to the unique needs and range of abilities of the students enrolled in this course, grades are determined based on the following three criteria: 1) Level of Support, 2) Completion of Tasks and Assignments, and 3) Acquisition of ELA Skills. Students’ performance criteria should reflect meaningful learning experiences reflective of the IEP determined required accommodations and modifications.

SUGGESTED RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Support</strong></td>
<td>*Student is completing a majority of tasks/assignments attempted independently</td>
<td>Student shows Increased independence on a majority of tasks/assignments attempted</td>
<td>Student remained in the same level of support</td>
<td></td>
</tr>
<tr>
<td><strong>Completion of Tasks/Assignments</strong></td>
<td>Student completed all tasks and assignments given the appropriate support and pacing</td>
<td>Student completed most (5 or less incomplete) tasks and assignments given the appropriate support and pacing</td>
<td>Student completed some (more than 5 incomplete) tasks and assignments given the appropriate support and pacing</td>
<td>Given the appropriate support and pacing, the student struggled to complete assignments and tasks (10 or more)</td>
</tr>
<tr>
<td><strong>Acquisition of English Language Arts Skills (i.e., assessments, daily formative assessment, application and generalization of skills taught)</strong></td>
<td>Given the appropriate support and pacing, the student completed the tasks/assignments with 80-100% accuracy.</td>
<td>Given the appropriate support and pacing, the student completed the tasks/assignments with 70-79% accuracy.</td>
<td>Given the appropriate support and pacing, the student completed the tasks/assignments with 60-69% accuracy.</td>
<td>Given the appropriate support and pacing, the student completed the tasks/assignments with 0-59% accuracy.</td>
</tr>
</tbody>
</table>
If a student begins and remains at the highest level of independence, the student would receive a rubric score of a 4 for the Level of Support portion of the rubric.

**Grading Scale:**
Combine scores from above rubric to determine student grade.

<table>
<thead>
<tr>
<th>Total Rubric Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12-10</td>
</tr>
<tr>
<td>B</td>
<td>9-8</td>
</tr>
<tr>
<td>C</td>
<td>7-6</td>
</tr>
<tr>
<td>D</td>
<td>5-4</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
</tr>
</tbody>
</table>

Submitted by: Rochelle Martin  
Revised by: Rochelle Martin, Alison Morales, & Stacy Burgraff  
Submission Date: July 2016  
School/Office: Special Education Curriculum  
Original Board Approval Date: 5/04  
Revised Board Approval Dates: 4/05, 1/11, 2/11, 8/16