



**A Planned Course of Study  
for  
Autistic Support**

**Courses: 0120, 0121, 0122, 0123, 0124**

**Abington School District**

**Abington, Pennsylvania**

**September, 2016**

## **I. Objectives**

Students will demonstrate the appropriate (as determined by the student's individual needs) level of proficiency in each of the following areas:

- A. (Gr 7) Pre-Algebra I, (Gr 8) Pre-Algebra II, (Gr 9) Algebra I
- B. (Gr 7) Physical Science, Earth and Space Science, and Ecology and the Environment; (Gr 8) Physical Science, Diversity of Living Things, Cells and Heredity; (Gr 9) Biology
- C. (Gr 7) World Geography; (Gr 8) American History; (Gr 9) World History
- D. Reading – Novels, Short Stories, and Fast Track (alternative curriculum)
- E. English – Vocabulary, Writing, Novels

## **II. Major Concepts**

. Students in the higher functioning autistic support class will be instructed using the general education curriculum for Social Studies, Science, Math, and English while utilizing the students' specially designed instruction noted in their IEP's. The general education curriculum for Reading can be supplemented with an alternative program, Fast Track, as needed. The Fast Track program is designed for students that are reading below grade level. There are assistants located in the classroom during the day. In addition to the core subjects presented, direct social skills instruction takes place in conjunction with the speech and language therapist.

### **III. Instruction**

#### **A. Course Schedule**

- a. 5 days a week
- b. 45 minute classes per subject area

#### **B. Pacing**

- i. The autistic support classroom follows the pacing guides associated with the general education classes. However, due to the individual needs of the class, pacing strategies may be implemented.

#### **C. Methods**

- a. Methods suggested by the texts will be employed
- b. Hands-on labs will be incorporated when appropriate
- c. Visual aids will be used throughout the course
- d. Cooperative learning activities will be employed
- e. Writing experiences will be used throughout the course
- f. Student reading from the text will be an integral part of the course
- g. Supplementary materials will be used

#### **D. Technology**

- a. Virtual labs will be incorporated when appropriate
- b. Use of computers will be incorporated into the course
- c. Houghton Mifflin Harcourt's *ThinkCentral* and McGraw-Hill's *ConnctED* website will be utilized as a source of e-text, virtual activities, and other online student resources connected to the course concepts.

#### **E. Resources**

- a. General Education Textbooks
- b. Supplementary materials such as worksheets, quizzes, computer activities, and enrichment activities will be used.

#### **IV. Assessment**

##### **A. Procedures for Evaluation**

- a. Formative assessments will be administered in a variety of formats including, but not limited to:
  - i. Quizzes
  - ii. Labs
  - iii. Inquiry Based Labs
  - iv. Projects
  - v. Home work
  - vi. Class work
  - vii. Questioning, exit slips, etc.
  - viii. Class participation
  - ix. Note books
- b. Summative assessments
  - i. A departmental common assessment will be administered at the end of each unit.
  - ii. A departmental common assessment will be administered at the mid-point of the year and the end of the course.
- c. Accommodations aligned with those permitted for the PSSA and/or Keystones and included in IEP's will be provided for Special Education students who are enrolled in this course.

##### **B. Expected Levels of Achievement**

Students are expected to achieve proficiency in the core subject areas and/or improve on their IEP goals.

Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%

This course meets for 45 minutes five days per week. This course primarily utilizes the Fast Track Reading Program. Fast Track offers both fiction and non-fiction stories, at levels 2 through 7, via magazines, short novels, and fluency cards. Fast Track emphasizes vocabulary development and incorporates graphic organizers to assist with comprehension and aid in writing organization. In addition to Fast Track, this course is supplemented with grade level, general education literature (i.e. novels). When this material is used, accommodations, such as “chunking,” slower pace of instruction, and books on tape are used. In some cases, an abridged version of a classic literature piece is incorporated. Some examples of novels used are as follows: *Tangerine*, *Flipped*, *Outsiders*, *Killing Mr. Griffin*, *The Pigman*, *Flowers for Algernon*, and *Of Mice and Men*.

#### Autistic Support English (Grades 7-9)

This course meets for 45 minutes five days per week. This course utilizes the general education curriculum, which has a strong emphasis on writing. Prior to writing a personal narrative, a persuasive piece, and an expository essay, students go through a series of writing workshops to review complex sentences, compound sentences, compound-complex sentences, writing topic sentences, and using advanced punctuation. In addition to writing, vocabulary and literature are emphasized. Again, like with writing, the general education curriculum is utilized in these areas. For vocabulary, an accommodation commonly used is “chunking.” In other words, a unit I test could be comprised of two 10 vocabulary word assessments as opposed to an assessment on all 20 words at one time. With literature, like in the Autistic Support reading class, novels can be, depending on the needs of the particular class, modified in several ways. Some examples of novels used are as follows: *Romeo and Juliet*, *To Kill a Mockingbird*, and *A Raisin in the Sun*.