

# **SLC Syllabus**

## *Structured Learning Classroom*

### **Course Description/Goals:**

The Structured Learning Classroom is a self-contained instructional arrangement providing services for special education students with mild to moderate cognitive impairments, who access the general curriculum through prerequisite skills. Emphasis is on basic academic skills and life skills, with pre-vocational skills included at the elementary level and vocational skills at the secondary level. An individual education plan is developed for every student based on their academic abilities, cognitive skills, and social skills. This classroom provides an appropriate educational environment that is integrated, student-centered, and functional. Students have the opportunity to participate in many academic and non-academic activities with their non-disabled peers, as appropriate, to help generalize skills learned in the SLC classroom. Placement in the SLC program is determined by the student's ARD committee.

### **Course TEKS/Objectives:**

Through the use of structured teaching strategies, including discrete trial training, pivotal response training, and functional routines, the program supports the development of academic, communication, social, and functional skills.

Course objectives include:

**Standards-Based Instruction:** Deliver instruction grounded in TEKS to ensure students have access to grade-level academic expectations tailored to their developmental level.

**Individualized Learning:** Address the unique strengths, needs, and learning styles of each student through personalized instructional plans and data-driven progress monitoring.

**Skill Development:** Promote measurable growth in communication, social interaction, independence, and daily living skills using research-based behavioral strategies.

**Generalization of Skills:** Support the application of learned skills across settings, people, and materials to foster real-world success and increased independence.

**Collaboration:** Foster collaboration among educators, families, and related service providers to ensure alignment of goals and meaningful mainstream opportunities, when appropriate.

This curriculum is implemented with fidelity to meet the diverse needs of students with communication needs and ensures equitable access to high-quality instruction.

**Course Outline:Course Outline:**

Semester 1	Semester 2
August Back to School September My Five Senses October Fall Festivals November Making Music Together December Planes Trains and Automobiles	January Winter Animals February Forecast Fun March Reading Superpowers April Spring Animals May Beautiful Bugs