

## SOAR Syllabus - English Language Arts IV

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

This course adapts ELA I content for students with moderate disabilities who are working on prerequisite communication and literacy skills. Instruction is personalized based on the ARD committee and emphasizes communication for independence, employment, and community participation. Students work on practical writing tasks such as completing forms, writing messages, and preparing simple reports. Reading includes everyday texts like schedules, instructions, and job-related materials with support for understanding. Oral communication skills are developed through real-life conversations, presentations, and problem-solving activities.

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

The course is designed for students who are working on prerequisite academic skills aligned with the TEKS (Texas Essential Knowledge and Skills). 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. Instruction is individualized, highly structured, and supported with visual aids and hands-on learning opportunities to promote understanding and engagement.

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:**

Semester 1	Semester 2
August Back to School September All About Me October Nutrition November Music December Community Signs	January Money February Weather March Literature April Gardening May Sports