



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: Direct/Specialized instruction for IEP students with specific goals

Length: Quarterly

Teacher: Ms. Goss and Mrs. Houde

Course Description: This is a year-long, highly structured small-group class focused on applying essential academic and executive functioning skills. Students will work with me on their IEP goals, using strategies to organize tasks, track behavior goals, practice reading comprehension and writing, and apply math facts through real-world scenarios. Daily instruction is differentiated to improve reading fluency, comprehension, paragraph writing, editing, organization, and math fact fluency, with an overarching goal of increasing situational awareness and self-management (executive functioning).

Competencies or Standards Assessed:

Working on their IEP goals specific to each student in a 1:1 or small group. Looking at Reading, Writing, Math, and executive functioning skills

Anchor Texts or Major Curriculum:

Personal journals and binders that have notebooks, sections for their reading, writing, and math materials that are used weekly.

Differentiated Reading Passages: Short, high-interest texts leveled to meet individual reading goals.

The Editing Checklist/Rubric: A simplified, visual checklist for paragraph writing

Course Outline (major units of study): Special education direct instruction

Unit Title	Essential Question or Overarching Understanding
Executive Function/Behavioral instruction	How do I know where I'm going, and what tools do I need to get there?
Reading	How does careful reading and precise writing help me understand and

	communicate my ideas?
Math	How do I improve my math fact fluency and use my math tools/resources to better understand and apply my knowledge to the general classroom work?
Writing	How do I improve my writing ability, making sure I have a clear topic and details, as well as checking my work for errors?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations:

1. Be Prepared: All required materials (pencil, eraser, folder) must be on your desk/table and open when the bell rings.
2. Use Your Tools: Before asking the teacher, check the Visual Schedule to see what comes next, and check the Checklist before submitting your final paragraph.
3. Respect the Zone: When it is Independent Work time (green light), maintain a quiet work voice and raise a hand for teacher assistance.
4. Transition Quickly: When a transition is called, stop the previous task, clean your immediate area, and look at the schedule within one minute.
5. One Voice at a Time: Only one person speaks during group instruction; all others



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practice active listening (eyes on the speaker).