

# 03-Gain Information from Printed Materials or Oral Presentations

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **3-4 days per week/ 3 weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

This course is designed to support high school students with various skills in order to be successful in daily life.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- the ability to identify and locate oral, print, or visual information for specified purposes is a critical skill.

## CONTENT AREA STANDARDS

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and

relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand

- How to identify and locate oral, print, or visual information for specified purposes.
- How to interpret and use oral, print, or visual information for specified purposes.

### **Procedural Knowledge**

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Students will be able to:

- Use cues in a document to locate specific information in a text.
- Answer factual questions about paragraphs.
- Read and comprehend frequently-used words from a specified word list.
- Paraphrase a sentence or phrase to clarify meaning when completing functional tasks.
- Determine main idea stated in a paragraph.
- Identify the stated cause or effect of an action or event in a paragraph.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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Students will:

Have notes demonstrating effective listening skills of class discussions and lessons.  
Students will be able to answer questions from the text accurately.

### **Summative Assessments**

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Student will be participate in discussion and asked to recount pertinent facts.

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **INTERDISCIPLINARY CONNECTIONS**

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### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.