

04-Improve Recall and Understanding of Information from Print 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

- organization and retrieval of oral, print, or visual information for specified purposes is essential for learning.

CONTENT AREA STANDARDS

LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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.
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STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand

- - The importance of self-monitoring strategies to clarify and remember information obtained when reading or listening.
 - The use of strategies to relate and integrate new information with background knowledge.
 - The use of prior knowledge to predict outcomes or meaning of information being read or heard.
 - How to determine a logical conclusion or generalization for a paragraph or passage.
 - How to use visual imagery to clarify and remember information used in completing functional tasks.

Procedural Knowledge

Students will be able to:

- - Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall.
 - Identify characteristics of methods used to organize information.
 - Locate information alphabetically.
 - Locate information by category when completing functional tasks.
 - Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions.
 - Use critical listening skills to gain understanding.
 - Use strategies to improve listening.

EVIDENCE OF LEARNING

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

Formative Assessments

Students will:

Be able to paraphrase what they are reading in their mainstream classes

Summarize readings

Interpret Cornell style notes from mainstream classes

Summative Assessments

Student will be able to recall information from notes and readings.

RESOURCES (Instructional, Supplemental, Intervention Materials)

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.