

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – SPECIAL EDUCATION**

<u>COURSE TITLE:</u>	LEARNING SKILLS
<u>GRADE LEVEL:</u>	9-12
<u>COURSE LENGTH:</u>	Semester
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	5 Credits per Semester
<u>UC/CSU CREDIT:</u>	None
<u>GRADUATION REQUIREMENT:</u>	Fulfills elective units toward graduation
<u>STANDARDS AND BENCHMARKS:</u>	California Common Core Standards
<u>ADOPTED:</u>	May 20, 2015
<u>INSTRUCTIONAL MATERIALS:</u>	Not Applicable

COURSE DESCRIPTION: Learning Skills is designed to assist students to successfully meet the goals of their Individualized Educational Program (IEP). Students with disabilities require supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations facilitate students' access to general education curriculum and develop the skills necessary to meet their individual post-secondary transition goals.

COURSE OBJECTIVES: Content and Skill Objectives

During this course, the students will work towards:

- Addressing and meeting their IEP goals
- Increasing their overall organizational skills
- Developing self-advocacy and awareness of disability
- Developing communication skills
- Developing transition plan to meet post-secondary goals; Individual Transition Plan (ITP)
- Developing study skills to access the curriculum
- Utilizing technology appropriately

Common Core Application to Students with Disabilities

Common Core State Standards articulate rigorous grade-level expectations in the area of mathematics and English language arts. The standards identify the knowledge and skills students need in order to be successful in college and careers. Students with disabilities are to be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core state Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations, changes in materials or procedures which do not change the standards but allow students to learn within the framework of the Common Core.

- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

ASSESSMENT:

Assessments should be designed to promote and evaluate critical thinking and skills as outlined in the California Common Core State Standards. Students will be assessed through a variety of indicators including participation, classroom observations, completion of various organizational tools and assessments, “mini-lesson” quizzes, student reflections, self-assessment related to personal goals, IEP goals and general education teacher feedback.

INSTRUCTIONAL PRACTICES:

Mini lessons and related assessments will be used periodically to instruct students to help them make progress on Learning Skills course objectives and provide opportunities for thoughtful reflection.

Individual and small group instruction will be used to help students access the general education curriculum and make progress on IEP goals.

GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE CONTENT:

Focus Skills: Organization		
Organization	Learning Objectives	Assessment/Measurement
	1. Students will keep their materials and class work organized by course.	<ul style="list-style-type: none">• Binder checks• Planner checks• Study plan/schedule checks• Utilizing teacher created testing system for Learning Skills• Reflection and self-assessment of the study environment and necessary changes• Google drive folder check• School Loop locker check
	2. Students will track and prioritize assignments using an appropriate and effective method.	
	3. Students will maintain a schedule that allows them to plan and prioritize for long term assignments and assessments.	
	4. Students will understand and be able to describe what an effective study environment looks like.	
	5. Students will know how to organize and access their materials online.	
Focus Skills: Self-Advocacy		
Self-Advocacy	Learning Objectives	Assessment/Measurement
	1. Disability awareness: students will understand their disability as well as academic strengths and weaknesses	<ul style="list-style-type: none">• Completed IEP overview document (Student)• Personal and academic goals• Reflection on personal and academic goals (identifying strengths and areas of growth)• Understanding my IEP• Signing up for tests to be taken in Learning Skills• Seeking additional support services (i.e. peer tutoring, teacher help at lunch, audio books, dragon speech, apps, online resources)• Self-advocacy letters at the start of the year• Student knowing how to ask for help• Understanding how to email and/or communicate with teachers appropriately• Follow-up on missing work when absent
	2. Students will understand and utilize the appropriate accommodations in their general ed class	
	3. Students will learn how to communicate their learning strengths, needs and accommodations to their teachers	
	4. Students will participate in the development and monitoring of their IEP	

		<ul style="list-style-type: none">Plan for use of accommodations and notify teachers effectively (i.e. sign up for tests in skills)Contribute to IEP goals with Learning Skills teacher
Focus Skills: Transition		
Transition	Learning Objectives	Assessment/Measurement
	1. Students will participate in transition activities that align with the district and state ITP requirements:	<ul style="list-style-type: none">Career inventoryLearning style inventoryCompleted Naviance trainingCompleted resumeCompleted interview questionnaireCompleted questionnaire about DSS services at the college of their choice.Completed portfolio containing transition documents.
	2. Students will be able to identify post-secondary options and develop a plan to meet those goals.	
	3. Students will create a resume	
	4. Students will learn about job interview techniques and skills.	
	5. Students will be aware of a variety of support services at the post-secondary level.	
	6. By the time they graduate, students will create a transition portfolio.	
Focus Skills: Learning Skills		
Learning Skills	Learning Objectives	Assessment/Measurement
	1. Students will understand the types of test questions on a variety of assessments, including: objective questions, subjective questions, matching, true/false, multiple choice, essay etc.	<ul style="list-style-type: none">"Type of Test Question" quizzesDemonstration of note-taking methodsDemonstration of study strategies and periodic check in before a testComponents of a textbook quiz
	2. Students will learn the meaning of key terms such as: analyze, compare and contrast, identify, evaluate, etc.	
	3. Students will be familiar with and use a variety of note taking methods	
	4. Students will learn how to reflect on their learning using their notes to apply, compare, diagram, and evaluate.	
	5. Students will learn how to synthesize information when taking notes: keywords, cue	

	words, phrases, and questions.	
	6. Students will learn the importance of reviewing their notes before the next class study session, before reading new material, when studying for tests.	
Focus Skills: Communication		
Communication	Learning Objectives	Assessment/Measurement
	1. Students will learn to ask effective questions (probing, leading, clarifying, etc.)	<ul style="list-style-type: none">Classroom discussionFeedback from general education teachersClassroom observations
	2. Students will learn to appropriately communicate with teachers (when to ask questions, active listening skills, appropriate medium (email, etc.).	
	3. Students will effectively and appropriately communicate their ideas and needs in classroom discussions, small groups, and one-on-one. (Body language, eye contact, posture, crossed arms, tone, etc.)	
Focus Skills: Technology Integration		
Technology Integration	Learning Objectives	Assessment/Measurement
	1. Learning about specific technology based supports available to students	<ul style="list-style-type: none">NavianceGoogle Apps for EducationSchool loop
	2. Reinforce school technology procedures	
	3. Reinforce best practices and use of technology	