

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

<u>COURSE TITLE:</u>	LEARNING INTERVENTION
<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>	June 24, 2015
<u>INSTRUCTIONAL MATERIALS:</u>	Not Applicable

COURSE DESCRIPTION: The Acalanes District Learning Intervention course (LIC) is one component of the continuum of educational services offered by the Acalanes Union High School District Special Education Department. The program is a joint effort to provide appropriate academic and mental health services for students eligible for special education due to an emotional disturbance. The Learning Intervention course is designed to assist students to successfully meet the goals of their Individualized Educational Plan (IEP). Students in the LIC will require supports, accommodations and counseling services to have meaningful access to standards in both instruction and assessment, based on their social/emotional and/or 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:

- Increasing overall organizational skills
- Developing awareness of disability.
- Developing, monitoring, and evaluating both personal and IEP goals.
- Developing a transition plan to meet post-secondary goals; Individual Transition Plan (ITP).
- Increasing positive social and emotional behaviors.
- Developing self-advocacy, communication, and social skills.
- 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 Intervention 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 Intervention course• 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)• Reflection on personal goals (identifying strengths and areas of growth)• Understanding my IEP• Signing up for tests to be taken during Learning Intervention• 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• Plan for use of accommodations and notify teachers effectively
	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	

		(i.e. sign up for tests in skills) <ul style="list-style-type: none">Contribute to IEP goals with Learning Intervention 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 Intervention	Learning Objectives	Assessment/Measurement
	1. Students will develop, monitor, and evaluate weekly goals.	<ul style="list-style-type: none">Personal and IEP GoalsReflection on personal and IEP goals (identifying strengths and areas of growth)Counseling reflectionsDemonstration of an understanding of the various forms of writing (both formal and informal)Classroom discussionClassroom observations
	2. Students will participate in counseling opportunities.	
	3. Students will be able to organize their thoughts and feelings in a manner that can be clearly articulated both verbally and in writing.	
	4. Students will participate in social development activities.	
	5. Students will develop an understanding of the importance of resiliency and improve their ability to respond appropriately to personal setbacks.	
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">• Individual consultations and interventions• Classroom discussion• Feedback from general education teachers• Classroom 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">• Naviance• Google Apps for Education• School loop
	2. Reinforce school technology procedures	
	3. Reinforce best practices and use of technology	