MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY

COURSE TITLE: ACADEMIC SUCCESS
COURSE NUMBER: 0682
DEPARTMENT: Special Education Department
LENGTH OF COURSE: One year
CREDITS PER SEMESTER: 5 (may be repeated for 8 semesters)
GRADE LEVEL: 6th through 9th
REQUIRED OR ELECTIVE: Elective
PREREQUISITES: None

BOARD OF EDUCATION ADOPTION: June 29, 2004

COURSE DESCRIPTION: This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success.

This course incorporates the four pillars of transition as students move into post K-12 systems. Students will receive instruction in the areas of employment, education, training and independent living skills. Students will engage with the content as they increase their ability to live as independent, contributing members of society.

This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills.

COURSE OUTLINE:

1. MAJOR GOALS

2. PERFORMANCE OBJECTIVES The six components of this class are school and workplace literacy, character education, skills for effective learning, personal well-being, school-to-career exploration, and service-learning.

   2.1. Education
   2.2. Employment
   2.3. Training
   2.4. Independent Living

3. CONTENT OUTLINE:

Unit 1: Employment
Guiding Questions: ● What are my strengths and abilities as I seek future employment? ● What are my interests as I seek future employment? ● What skills do I need to develop as I seek future employment? ● What training or education is needed for my future employment goals? ● What funding opportunities are available for my future employment goals? ● What is the career outlook for my future employment goals? ● What might be some barriers to my future employment goals and how can I overcome them?

Sample Activities:
- Students will complete interest and aptitude surveys
- Students will visit in person or virtually various job sites
- Students will learn about employment opportunities across a variety of industry sectors
- Students will learn skills to use in job searches for future employment

Unit 2: Education

Guiding Questions:
- What skills do I need to further my short term academic goals?
- What courses do I need to prepare for my long term academic goals?
- What executive functioning skills do I need to be successful in post school life?
- What are my goals for long term education?
- What skills will I need to comprehend fiction, reference and technical writing?
- What education is needed for future employment in my chosen field?
- What educational opportunities are available to me that could help me advance in my future employment?
- What support will I need in my post K-12 education setting to be successful?

Sample Activities:
- Students will research educational institutions including colleges and career technical schools in the community
- Students will learn about funding opportunities for education
- Students will visit educational institutions as appropriate
- Students will identify an area of interest for developing a course of study in alignment with their individual transition planning process.

Unit 3: Training

Guiding Questions:
- What skills do I have an interest in learning that will assist me in future work and personal activities?
- What aptitudes do I have an interest in expanding as I transition to future work and personal activities?
- What skills are both personal and can also lead to future employment opportunities?
- What skills will I need to be independent in a post K-12 setting?
- What skills do I need to identify, earn and maintain successful employment in a post K-12 setting?
- What job seeking skills such as interviewing, resume writing etc. do I have for my post K-12 opportunities?
- What activities should I participate in to further my post K-12 goals?
- What community connections should I make to further my post K-12 goals?

Sample Activities:
- Students will identify skills of interest and aptitude
- Students will learn skills that will assist them lead independent lives across a variety of domains
- Students will learn how to identify gaps in their own skill sets and ask for help to either learn the skill or complete the activity

Unit 4: Independent Living

Guiding Questions:
- How do I envision my living situation in a post K-12 setting
- How do I envision my transportation occurring in a post K-12 setting?
- What help will I need with activities of daily living in a post K-12 setting?
- What skills do I need to practice effective decision making?
- What skills do I need for personal safety in person and in virtual settings?
- What money management skills will I need in a post K-12 setting?
- In what ways will I communicate effectively and appropriately, using standard English conventions, in a post K-12 setting?
- What supports do I need for a healthy lifestyle including diet, sleep and exercise in a post K-12 setting?
- What supports will I need to work, socialize and rest in a post K-12 setting?
- What recreational activities will enhance my future standard of living
- How do I self-advocate for my needs and wants effectively?

Sample Activities:
- Students will explore a variety of living situations including cost, location and supports needed
- Students will explore a variety of transportation options including cost, ease of use and supports needed
- Students will practice self-help skills such as cooking, household chores and budgeting
- Students will practice identifying their own strengths and limitations in activities of daily living and ask for help safely and appropriately
- Students will participate in a variety of recreational activities
- Students will learn effective self-advocacy skills in order to maximize independence and increase their own voice

4. TIME ESTIMATES:

    4.1. Course of study components are woven into daily lessons
    4.2. Units of instruction are overlapping throughout the year, to provide depth and multi-layered understanding of concepts

5. INSTRUCTIONAL MATERIALS:
    As needed to address student IEP goals.
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6. EVALUATION OF STUDENT PROGRESS
    6.1. Student self evaluation
    6.2. Student work samples
    6.3. Peer evaluations
    6.4. Student monitoring of academic progress on goals
    6.5. Research into career opportunities Tests/quizzes