

Alhambra High School
COURSE OF STUDY: CURRICULAR AREA – SPECIAL EDUCATION

COURSE TITLE: Learning Center 9-12

GRADE LEVEL: 9-12

COURSE LENGTH: Semester

CREDIT: 5 Credits per Semester

GRADUATION REQUIREMENT: Fulfills elective units toward graduation

STANDARDS AND

BENCHMARKS: California Common Core Standards

INSTRUCTIONAL MATERIALS: Not Applicable

COURSE DESCRIPTION: SDC 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
- Achieving mastery of content by subj.

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		
	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• aeries grades 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		
	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
	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"> • Student knowing how to ask for help • Understanding how to email and/or communicate with teachers appropriately • Follow-up on missing work when absent
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Multi Subject

		<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
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Focus Skills: Transition

	Learning Objectives	Assessment/Measurement
<ul style="list-style-type: none"> • • • • • • 	1. Students will participate in transition activities that align with the district and state ITP requirements:	<ul style="list-style-type: none"> • Career inventory • Learning style inventory • Completed Naviance training • Completed resume • Completed interview questionnaire • Completed 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 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" quizzes • Demonstration of note-taking methods • Demonstration of study strategies and periodic check in before a test • Components 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	

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SDC: multi subjects

	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		

	Learning Objectives	Assessment/Measurement
	1. Students will learn to ask effective questions (probing, leading, clarifying, etc.)	<ul style="list-style-type: none">• 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		
	Learning Objectives	Assessment/Measurement
	1. Learning about specific technology based supports available to students	<ul style="list-style-type: none">• Google Apps for Education
	2. Reinforce school technology procedures	
	3. Reinforce best practices and use of technology	