MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY

COURSE TITLE: ACADEMIC SUCCESS
COURSE NUMBER: 0682
DEPARTMENT: Special Education Department ~~English Department Recommended~~
LENGTH OF COURSE: One year
CREDITS PER SEMESTER: 5 (may be repeated for 8 semesters ~~at secondary only~~)
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.

~~Service – learning is an integral part of this class and is done in conjunction with school and/or community service.~~ This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. ~~Upper-class students (high school) and repeating students (at middle school) act as mentors for the students in this class. The six main 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. ¶~~

COURSE OUTLINE:

1. MAJOR GOALS
   - 1.1.1. ~~To develop personal responsibility in and out of the classroom ¶~~
   - 1.1.2. ~~To improve performance in academic and elective classes ¶~~
   - 1.1.3. ~~To speak clearly, fluently, and thoughtfully ¶~~
   - 1.1.4. ~~To develop literacy skills in reading and writing ¶~~
   - 1.1.5. ~~To enhance social, behavioral, and emotional skills ¶~~
   - 1.1.6. ~~To develop a sense of personal well-being and healthy living ¶~~
   - 1.1.7. ~~To experience service-learning opportunities ¶~~
   - 1.1.8. ~~To explore career connections to course content ¶~~

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

2.5. ~~School and Workplace Literacy ¶~~
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~~Reading ¶~~
~~2.5.1. Identify and use the literal and figurative meanings of words ¶~~
~~2.5.2. Read aloud with comprehension and fluency ¶~~
~~2.5.3. Draw conclusions requiring inference skills ¶~~
~~2.5.4. Generate from readings relevant questions that can be researched ¶~~
~~2.5.5. Determine meanings of words in context ¶~~
~~2.5.6. Participate in class discussion of text to identify topic, main ideas, and supporting details ¶~~
~~2.5.7. Follow written directions ¶~~
~~2.5.8. Identify and use strategies for comprehending technical reading ¶~~
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~~Writing ¶~~
~~2.5.9. Demonstrate a command of Standard English ¶~~
~~2.5.9.1. Use correct spelling and conventions¶~~
~~2.5.10. Use pre-writing strategies such as brainstorming, mapping, outlining. ¶~~
~~2.5.10.1. Identify major and minor details ¶~~
~~2.5.11. Write coherent, focused, and legible essays that convey a well defined perspective and tightly reasoned argument. ¶~~
~~2.5.11.1. Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing ¶~~
~~2.5.11.2. Develop key ideas within the body of the composition through supportive evidence ¶~~
~~2.5.12. Explore personal strengths and interests, leading to career choices in preparation for developing resumes ¶~~
~~2.5.13. Write business letters to professional organizations investigating career choices ¶~~
~~2.5.14. Produce presentable letters of interests and resumes ¶~~
~~2.5.14.1. Employ keyboarding/word processing skills¶~~
~~2.5.14.2. Research online ¶~~
~~2.5.14.3. Demonstrate email proficiency ¶~~
~~2.5.15. Complete job applications accurately and fully ¶~~
~~2.5.15.1. Write legibly and neatly ¶~~
~~2.5.15.2. Know and use appropriate lexicon ¶~~
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~~Listening and Speaking Strategies ¶~~
~~2.5.16. 2.1.16 Deliver focused and coherent presentations that convey clear and distinct perspectives and reasoning ¶~~
~~2.5.17. Formulate judgments about the ideas under discussion and support~~

those judgments with convincing evidence ¶

2.5.18. Summarize a group discussion to ensure focus and clarity¶

2.5.19. Choose logical patterns of organization to inform or persuade ¶

2.5.20. Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations ¶

2.5.21. Produce concise notes for extemporaneous delivery ¶

2.5.22. Analyze interests of the audience and implications of the occasion to choose effective verbal and non-verbal strategies for presentations¶

2.5.23. Recognize how language and delivery affect the mood and tone of oral communication ¶

2.5.24. Follow explicit oral directions in completing a task ¶

2.6. Character Education ¶

2.6.1. Develop Self –Awareness Skills ¶

2.6.1.1. Recognize feelings as they occur ¶

2.6.1.2. Develop a realistic assessment of one's own abilities and a well-grounded sense of self-confidence ¶

2.6.1.3. Identify and set goals for achieving areas of growth ¶

2.6.2. Develop Social Awareness Skills ¶

2.6.2.1. Sense what others are feeling ¶

2.6.2.2. Develop empathy ¶

2.6.2.3. Learn to take the perspective of others ¶

2.6.2.4. Appreciate and interact positively with diverse groups¶

2.6.2.5. Learn and apply team-building skills ¶

2.6.3. Develop Self-Management Skills ¶

2.6.3.1. Handle emotions so they facilitate the task at hand¶

2.6.3.2. Learn the importance of delaying gratification to pursue goals¶

2.6.3.3. Learn how to persevere and reestablish goals in the face of setbacks ¶

2.6.4. Develop Relationship Skills ¶

2.6.4.1. Address emotions in relationships effectively ¶

2.6.4.2. Establish and maintain healthy and rewarding relationships based on cooperation ¶

2.6.4.3. Negotiate solutions to conflict¶

2.6.4.4. Seek help when needed¶

2.7. Skills for Effective Learning ¶

2.7.1. Develop Responsible Decision-Making Skills ¶

2.7.1.1. Assess risks accurately¶

2.7.1.2. Consider relevant factors and consequences in making decisions ¶

2.7.1.3. Respect others and take personal responsibility for one's decisions ¶

2.7.2. Develop Organizational Skills ¶

2.7.2.1. Learn and implement time management skills¶

2.7.2.2. Use calendars, agendas, and planning guides ¶

2.7.2.3. Prioritizing tasks ¶
2.7.2.4. Develop a plan on how to complete assignments ¶
2.7.2.5. Plan to meet deadlines ¶
2.7.2.6. Organize work space and personal materials¶
2.7.2.7. Organize information¶
2.7.3. Take notes on written material ¶
2.7.3.1. Use Cornell notes ¶
2.7.3.2. Use Structured Note-taking (SNT)¶
2.7.3.3. Use graphic organizers, mapping¶
2.7.4. Take notes on oral communication¶
2.7.4.1. Focus on major points ¶
2.7.4.2. Use brevity, abbreviations, symbols ¶
2.7.5. Strategize for test-taking ¶
2.7.5.1. Make use of pre-test strategies¶
2.7.5.1.1. Study with a partner, group, tutor¶
2.7.5.1.2. Make use of mnemonics, flash cards, and other study tools¶
2.7.6. Strategize during test-taking¶
2.7.6.1. Understand how to pace one self ¶
2.7.7. Use strategies to improve memory¶
2.7.7.1. Mnemonics, visualization, rhyming, acronyms ¶
2.8. Personal Well-Being ¶
2.8.1. Understand facets of total well-being as they relate to academic success: ¶
2.8.1.1. Explain how physical fitness and knowledge of one's health history contributes to sustained success in learning ¶
2.8.1.2. Recognize how elements of positive thinking contribute to one's well-being ¶
2.8.1.3. Accept personal responsibility for lifelong health ¶
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2.9. School-to-career exploration ¶
2.9.1. Identify and explore educational levels required for various career choices ¶
2.9.2. Identify and understand skills needed for various occupations ¶
2.9.3. Identify and utilize library and career center resources (high school) as they relate to careers¶
2.9.4. Listen to and engage with guest speakers ¶
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2.10. Service Learning ¶
2.10.1. Develop a meaningful project where students actively contribute to the needs of others¶
2.10.2. Actively involve school and/or community¶
2.10.3. Apply skills learned to the project¶
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3. CONTENT OUTLINE:

~~Class Components: School and Workplace Literacy, Character Education, Skills for Effective Learning, Personal Well-being, School-to-Career Exploration, and Service-Learning~~

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

3.1. ~~School and Workplace Literacy ¶~~

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~~Reading ¶~~

~~3.1.1. Literal and figurative meanings of words ¶~~

~~3.1.2. Comprehension and fluency¶~~

~~3.1.3. Inference skills ¶~~

~~3.1.4. Research questions ¶~~

~~3.1.5. Meanings of words in context/word analysis¶~~

~~3.1.6. Topic, main ideas, supporting details ¶~~

3.1.7. Written directions/instructions ¶
3.1.8. Technical reading ¶
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Writing ¶
3.1.9. Standard English conventions¶
3.1.10. Pre-Writing Strategies ¶
3.1.11. Coherent Essays ¶
3.1.12. Career choices ¶
3.1.13. Business Letters ¶
3.1.14. Letters of interest and resumes ¶
3.1.14.1. Keyboarding, word processing skills¶
3.1.14.2. Online research ¶
3.1.14.3. Email ¶
3.1.15. Job applications ¶

Listening and Speaking Strategies ¶
3.1.16. Focused and coherent presentations ¶
3.1.17. Judgments and convincing evidence ¶
3.1.18. Summarization of group discussion ¶
3.1.19. Persuasive and informational patterns of organization¶
3.1.20. Use of visual aids and electronic media ¶
3.1.21. Concise notes for delivery of speeches ¶
3.1.22. Presentation strategies with audience in mind ¶
3.1.23. Effects of mood and tone on oral communication ¶
3.1.24. Explicit oral directions ¶
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3.2. Character Education ¶
3.2.1. Self-awareness skills ¶
3.2.2. Social awareness skills ¶
3.2.3. Self-management skills ¶
3.2.4. Relationship skills ¶

3.3. Skills of Effective Learning ¶
3.3.1. Responsible decision-making ¶
3.3.2. Organizational skills¶
3.3.2.1. Time management ¶
3.3.3. Note-taking on written material¶
3.3.4. Note-taking on oral communication ¶
3.3.5. Test-taking strategies¶
3.3.6. Memory skills¶

3.4. Personal Well-Being¶
3.4.1. Well-being as it relates to academic success ¶
3.4.1.1. Physical fitness and health history as they relate to learning¶
3.4.1.1.1. Exercise¶
3.4.1.1.2. Nutrition/diet¶

3.4.1.1.3. Sleep needs¶
3.4.1.1.4. Routine medical, dental, vision checkups¶
3.4.1.2. Benefits of positive thinking¶
3.4.2. Responsibility for lifelong health¶
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3.5. School-to-Career Exploration¶
3.5.1. Educational levels required for career choices ¶
3.5.2. Skills needed for specific occupations ¶
3.5.3. Library and career center (high school) resources¶
3.5.4. Engagement with guest speakers ¶
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3.6. Service Learning¶
3.6.1. Projects that contribute to the needs of others¶
3.6.2. School and community involvement¶
3.6.3. Application of skills learned to the project ¶

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.

Recommended Materials ¶
Students¶
5.1. Covey, The 7 Habits of Highly Effective Teens; Simon & Schuster Inc. ¶
5.2. Abbamont, Gary W. and Antoinette Brescher. Study Smart: Ready-ToUse Study Skills Activities for Grades 5-12. West Nyack, New York: The Center for Applied Research. ¶
5.3. AVID (Advancement Via Individual Determination) Activity Sheets and Graphic Organizers¶
5.4. Basso, Dianne and Natalie McCoy. Study Tools. Columbia, SC: Twins Publications. Recommended Materials: Teachers¶
5.5. Wisdom for Life-Becoming a Person of Character; WiseSkills Resources ¶
5.6. Character kaleidoscope: a practical, standards-based resource guide for character development. ISBN: 1887943463 ¶
5.7. “Choices”-Life skills, character education magazine-Scholastic Inc.¶
5.8. Archer, Anita. Advanced Skills for School Success (Module 1 – School Behaviors and Organizations Skills). North Billerica, MA: Curriculum Associates, Inc. ¶
5.9. Archer, Anita. Advanced Skills for School Success (Module 2 – Completing Daily Assignment). North Billerica, MA: Curriculum Associates, Inc. ¶
5.10. Archer, Anita and Mary Gleason. Skills for School Success (Book 6). North Billerica, MA: Curriculum Associates, Inc. ¶

5.11. See recommendations for student materials. ¶

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ADDITIONAL RECOMMENDED RESOURCES: ¶

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- Collaborative for Academic, Social and Emotional Learning (CASEL) ¶
- Boston University Center for the Advancement of Ethics and Character ¶
- Character Counts! ¶
- Character Education Partnership ¶
- Community of Caring ¶
- Center for Character Development ¶
- Josephson Institute ¶
- Character Matters ¶
- Language! ¶
- California State University at Hayward, Character Education Institute (June, 2002) ¶
- University of St. Thomas (UST) http://www.studygs.net/¶

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- Recommended Strategies: Six Trait Writing¶
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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. Successful completion of service project ¶
   - 6.5. Student monitoring of academic progress on goals and well-being
   - 6.6. Research into career opportunities ¶
   - 6.7. Tests/quizzes