

Mt. Diablo Unified School District Course of Study

COURSE TITLE: Dynamic Transition

COURSE NUMBER: - TBD

DEPARTMENT: Special Education

LENGTH OF COURSE: One Year

CREDITS PER SEMESTER: 5- may be repeated for 8 semesters

GRADE LEVEL(S): 9-12

REQUIRED OR ELECTIVE: Required

PREREQUISITES: None

BOARD OF EDUCATION ADOPTION: April 2024

COURSE DESCRIPTION:

Dynamic Transition is a course for students with significant cognitive disabilities who are anticipated to earn an Alternative High School Diploma through the alternative pathway in accordance with California Education Code 51225.31.

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.

COURSE OBJECTIVES

Content Themes:

- Education
- Employment
- Training
- Independent Living

Skills:

- Speaking, Listening, and Engaging in Discussion
- Working Collaboratively with Others
- Identifying interests and aptitudes for future activities
- Developing strong interpersonal skills for the home and workplace settings
- Engaging in Self advocacy

COURSE CONTENT

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?

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 are my goals for long term education?
- 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?

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?

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 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

EVALUATION OF STUDENT PROGRESS**Assessment Methods:**

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, and one on one discussions.