OFFICE OF CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>5346</th>
<th>Course Title</th>
<th>Pathways to Success 3-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Special Education</td>
<td>Short Title</td>
<td>Pthwys to Sucs 3-4</td>
</tr>
<tr>
<td>Course Length</td>
<td>2 semesters</td>
<td>Grade</td>
<td>11-12</td>
</tr>
<tr>
<td>Required for Graduation</td>
<td>No</td>
<td>Meets H.S. Grad Requirement</td>
<td>No</td>
</tr>
<tr>
<td>Meets UC “a-g” Requirement</td>
<td>No</td>
<td>Meets NCAA Requirement</td>
<td>No</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>• IEP indicates SDC placement other than M/S and Certificate of Completion bound.</td>
<td>• Student must have completed Pathways to Success 1-2</td>
<td>• Mandatory for all SDC Certificate of Completion students. Can be an elective for diploma bound SDC and select RSP students.</td>
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</tbody>
</table>

COURSE DESCRIPTION:

This course is designed to guide non M/S SDC students earning a Certificate of Completion through the necessary steps to prepare for transition from school to adult life. This course will reinforce skills learned in Pathways to Success 1-2 as students continue to focus on skills and interests developed throughout their K-12 career. Pathways to Success 3-4 will help them connect those skills, interests and values to the world of work, community involvement and living more independently. Through investigation of personal strengths, aptitudes, values and occupational information, students will explore realistic post-secondary educational, employment, financial and recreational options. To facilitate a successful transition, students will investigate and practice self-advocacy skills to enhance their ability to make decisions, create solutions and appropriately communicate their personal information, strengths, opinions, needs and goals. Along with the career education component, they will investigate options for self-support and understand other major components of adult life (housing, recreation, money management, education and community involvement). They will be encouraged to actively participate in their Individual Education Plan (IEP) meeting and help design an Individualized Transition Plan (ITP) that reflects their goals for the future.

This course will provide experiences that will enable students to do the following:

- Understand and practice behaviors and techniques common to all competent employees and students in post secondary programs;
- Utilize decision-making skills to develop short and long-term occupational and educational goals;
- Plan necessary steps to pursue occupational and educational goals (participate in job shadowing, complete job applications, update a resume, gather references, research post secondary options);
- Compile a Student Transition Portfolio demonstrating the student’s skills, career interests, work readiness, and transition plan;
- Complete financial planning assignments in the areas of handling money, understanding a paycheck, writing a check, balancing an account, budgeting, credit and financial responsibility;
- Gain insight regarding the transition process and participate in developing IEP goals and an Individualized Transition Plan (ITP) leading to a realistic post secondary experience;
- Participate and help guide their ITP meeting.
GOALS:

Students will:

1. Develop time management skills necessary to successfully plan daily, weekly, monthly and yearly events and coordinate their work schedule within their day.
2. Understand graduation requirements and monitor progress toward graduation goals.
3. Assess and explore personal aptitudes, abilities and interests.
4. Identify personal characteristics and make related connections to career pathways;
5. Recognize self-management is the ability to make decisions and choices that reflect priorities and goals.
6. Identify necessary skills required for self advocacy and completing a self directed IEP.
7. Demonstrate self-advocacy skills in the school and employment settings.
8. Utilize decision-making skills to determine short and long term educational and occupational goals.
9. Demonstrate job search and networking skills necessary for entering the workforce.
10. Tour school and community worksites representing a variety of career clusters.
11. Increase awareness and understanding of the roles and responsibilities of supervisors and employees.
12. Identify necessary skills required for various employment settings.
13. Identify functions of community agencies.
14. Explore post-secondary options for education, housing, supported employment, financial management, recreation and community involvement.
15. Participate in developing Individual Transition Plan.
16. Demonstrate knowledge of financial planning and responsibility.
17. Develop a career portfolio that contains evidence of career and educational goals, a post-secondary plan, self-directed ITP script, master application, resume, work samples, work documents, activities and achievements.

CONTENT STANDARDS

National Standards and Quality Indicators for Transition
The National Standards and Quality Indicators for Transition help assure high quality transition for youth who are moving from a secondary school setting to the adult world. The standards and indicators identify practices that create quality secondary education and transition experiences for all youth (California Department of Education (CDE), 2007).

Schooling:
1.4.4 Youth have the opportunity to participate in all meetings in which decisions may be made concerning their school and post-school plans.
1.5.4 Educators, families and youth are aware of and have access to information about the possible ramifications of completing alternate assessments.

Career Preparatory Experiences:
2.1.2 Career preparatory courses, programs and activities incorporate contextual teaching and learning.
2.1.3 Youth and families understand the relationship between postsecondary and career choices, and financial benefits planning.
2.1.5 Youth understand how community resources, experiences, and family members can assist them in their role as workers.
2.2.2 With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) based on career goals, interests and abilities.

2.3.1 Youth participate in quality work experiences that are offered to them prior to exiting school (e.g., apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, interests, and abilities.

2.3.2 Work experiences are relevant and aligned with each youth’s career interests, postsecondary education plans, goals, skills, abilities and strengths.

2.3.3 Youth participate in various on-the-job training experiences, including community service (paid or unpaid) specifically linked to school credit or program content.

2.3.4 Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.

2.4.1 Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.

2.4.2 Youth complete career assessments to identify school and post-school preferences, interests, skills and abilities.

2.4.3 Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.

2.4.4 Youth demonstrate that they understand how personal skill development (e.g. positive attitude, self-discipline, honesty, time management, etc.) affects their employment.

2.4.5 Youth demonstrate appropriate job-seeking behaviors.

**Youth Development and Leadership**

3.1.1 Youth are able to explore various roles and identities, promoting self-determination.

3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, as well as the ability to create healthy relationships.

3.1.5 Youth interact with peers and acquire a sense of belonging.

3.1.6 Youth participate in a range of teamwork and networking experiences.

3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.

3.2.1 Youth develop ethics, values and reasoning skills.

3.2.2 Youth develop individual strengths.

3.2.3 Youth demonstrate the ability to set goals and develop a plan.

3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.

3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.

3.3.2 Youth learn the history, values and beliefs of their communities.

3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.

3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.

3.3.5 Youth participate in service to others in their community, their country, and their world.

3.3.6 Youth identify and access resources in their community.

3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.

3.4.2 Youth demonstrate independent living skills.

**Family Involvement**

4.2.1 Youth, families, and school staff utilize telephone, face-to-face, electronic, group meetings, and other Methods as needed to support and enhance communication.

4.2.2 Youth, families, and school staff share reports of positive youth behavior and achievement.

4.3.1 School staff use a formal process to help youth and families identify their strengths and needs and to and to connect them with other youth and families for support, guidance, and assistance.
PERFORMANCE STANDARDS:

Students will:

Place assignments marked with an asterisk (*) into portfolio jacket.

UNIT 1: Organizational Skills/Portfolio
1. Select the “Skill streaming skills” that students choose to be most important to them.
2. Review the seven domains of transition.
3. Personally assess own transition goals.
4. Describe the course topics, sequence and requirements of the course.
5. Explain the expectations and grading system of the course.
6. Describe anticipated course outcomes.
8. Develop and use a classroom word wall with “Pathways to Success” vocabulary (matching game).
9. Adopt the habit of recording important school assignments (short and long-term), tests, reports, and special personal events into a pocket calendar.
10. Prepare an in-class notebook with dividers (some teachers use ring binder for unit notebook and a manila folder for past work).
11. *Prepare new portfolio jacket and *personal transition goals to be kept in file cabinet for use during course.
13. Relate transition goals to ITP pages.
14. *Complete Personal Information and ID documents in Learn to Earn (L to E) 10, if not complete from Pathways 1-2.

UNIT 2: School, Classroom and Work Expectations
1. Model clocking in at a job (incorporate time clock in class).
2. Compare and contrast school rules to specific employee’s handbook.
3. Determine and demonstrate appropriate ways to ask for help and/or communicate in work, school and public settings.
4. Discuss and describe punctuality and attendance and it’s affects on employers, coworkers, health of business, and affect on acquaintances and social situations.
5. Compare and contrast good vs. unacceptable reasons for tardiness or absence from a job.
6. Analyze personal tardy/attendance pattern.
7. *set attendance goal for the year.
8. Model professionalism in reciting a script to report absences by calling, or emailing teacher (relate this to workplace).
9. Identify traits for getting along and fitting in at work and school.
10. Explore the value of honesty and how it affects a business, employer, employees
11. Begin review of Skillstreaming skills.
12. *Using the “Self Directed IEP” format, update ITP script from last year with attendance goal.

13. Parent Participation: Encourage parents to:
14. Practice Skillstreaming skill with son/daughter
15. Provide alarm clock, if needed

**UNIT 3: Mobility**
1. Review LBUSD mobility safety packet as needed.
2. *Place copy of competencies checklist into portfolio, if not complete in Pathways 1-2
3. *Apply for and obtain disabled bus pass for LACTOA system, if needed
4. Review the map in the LBT bus schedule, read a specific route’s schedule, plan a local bus trip.
5. Use bus schedule to plan bus route from home to school or home to shopping center.
7. Call LBT and record directions for specific destination from school or home.
8. Use the internet to develop best route to specific destination from school or home.
10. Explain cost of riding bus, passes and ID needed.
11. Explain Access Paratransit and who it serves.
12. Create a plan to earn driver’s license, if applicable.
13. **“Self Directed IEP” format, update ITP script with mobility goal.
14. Practice appropriate Skillstreaming skills.
15. Parent participation: Encourage parents to:
   a. Provide funds for LACTOA ID
   b. Travel by bus with son/daughter

**UNIT 4: Self Advocacy Skills** (Note: these skills are stressed throughout the course)
1. Reflect on personal interests and attitudes *(Describing Myself L to E 11/12)*
2. Review last years Pupil Self Interview survey and make changes, if needed
3. Using JAN (job accommodation network) website, [http://www.jan.wvu.edu/soar/index.htm](http://www.jan.wvu.edu/soar/index.htm), update student’s list of appropriate accommodations for testing and workplace
4. *Make a list of individuals (and contact information) who can help you*
5. Using the “Self Directed IEP” format, begin preparing for self-advocacy at next IEP or addendum (use current IEP for review of goals section).
6. Identify from whom and where to seek information, help, and advice (use scenarios).
7. Practice steps for problem solving (L to E 11/12).
8. Communicate needs/opinions/solutions (instead of complaining)
9. Learn to identify and cope with stress (L to E 11/12).
10. Determine where/when to find help for emotional problems
11. Discuss how others see self.
12. Accept praise and constructive criticism.
13. Use appropriate language and body language consistently across formal and informal environments and with business acquaintances and friends.
14. Present information to a group of peers.
15. Participate in personal management.
17. *Obtain California ID*, if needed (if only form of picture ID is school ID)
18. discuss and understand When You Turn 18
19. Practice appropriate Skillstreaming skills.
20. Parent Participation: Encourage parents to:
   a. Discuss When You Turn 18 with son/daughter
   b. Help son/daughter obtain CA ID from DMV
UNIT 5: Assess Personal Aptitudes, Abilities and Interests
1. Complete a career interest inventory of choice (coordinate with CTS)
2. Complete Aptitudes Inventory (L to E 8,10)
3. Determine values and personal goals for career (Poway’s Workplace Competencies 1.0)
4. Differentiate between low and high self-esteem.
5. Identify ways to improve self-esteem.
7. Differentiate between likes and skills.
8. Identify skills needed for preferred career.
9. Identify classes and training needed to gain skills.
10. *Update Self Directed IEP script with description of personal aptitudes, interests and skills
11. Parent participation: Encourage parents to:
   a. Discuss with son/daughter strengths, abilities, interests and how they have developed and changed over the years.

UNIT 6: Career Awareness
1. Understand Career Education/Work Experience program options (CTS will assist)
2. Listen to guest speakers in class or career center
3. Differentiate between unskilled, skilled and professional level employment, requirements and incomes.
4. *complete further research into occupations and career pathways of personal interest and others as assigned (www.access.bridges.com Career Zones; Enter Here Video series)
5. Print out and summarize O’NET information for career of choice
6. Add top three favorite careers to notebook
7. Construct a education, training and employment plan (Poway)
8. Complete WorkSafe lessons and understand core safety issues in the workplace
9. Visit 2-4 work settings near campus or participate in 2-4 job shadow experiences with veteran SDVE student mentor
10. *Incorporate vocational education and employment goals into Self Directed IEP/ITP script.
11. Parent participation: Encourage parents to:
   a. Discuss with son/daughter what jobs adults in the family have and how they got those jobs.

UNIT 7: Career Skills
*Update master application
1. Review variety of employment applications.
2. *Obtain photocopies of work documents, if not completed already
3. Complete authentic employment application for company that is of interest to each student.
4. Review chronological and functional resume
5. Discuss qualities of an excellent resume
6. *Update resume
7. *Write a cover letter to employer you are interested in.
8. *Develop list of three references and know how to use them (Poway)
9. Review top 10 characteristics employers look for (Poway)
10. Discuss how grooming/appearance affect employer impressions;
11. Assess personal appearance (L to E 10; 2 lessons)
12. Compare and contrast various employers’ dress codes.
13. Explain appropriate interview attire.
15. Practice essential interviewing skills in preparation for employer for whom student wishes to work.
16. Practice answering “Are you able to perform the essential functions of this job?” question (include "how will you answer the question: “Are you disabled? What accommodations do you need?")
17. *Participate in a mock interview with an interviewer the student does not know. Retain interview evaluation in portfolio.
18. *Write thank you letter for interview.
19. Perform mock follow-up phone call to employer within one week of after interview
20. Demonstrate job search techniques (want ads, yellow pages, internet search, job boards, networking)
21. Role play how to ask for an application.
22. Plan and execute field trip to acquire applications.
23. Understand work permit and “application for work permit” and how/where to obtain a work permit.
24. Understand child labor laws.
25. Practice how to communicate with an employer (Poway).
26. Recite steps for good listening and how to follow directions (Poway)
27. investigate and discuss work related behaviors including interpersonal skills and SCANS (L to E 10; 2 lessons)
28. Identify and describe good work habits.
29. Differentiate between safe and unsafe employment conditions/behaviors (WorkSafe curriculum).
30. List reasons people do not get hired.
31. List top 10 reasons for termination
32. Demonstrate positive interpersonal relations with customers and supervisor
33. Explore ethical behavior of employees and ethical dilemmas
34. Review acceptable work behaviors related to computer use, email etiquette, sexual harassment and drug policies and joke telling (role play; scenarios).
35. Describe steps for “how to leave a job” on good terms.
36. Parent Participation: Encourage parents to:
   a. Help son/daughter to obtain photocopies of work documents
   b. Accompany son/daughter to practice obtaining 3 job applications
   c. Obtain California ID for son/daughter

UNIT 8: Post-Secondary Options
1. Understand the Adult Community Transition program (ACT guest speaker)
2. Visit an ACT class
3. Review Long Beach School for Adults learning lab information and LBSA schedule of classes (guest speaker?)
4. Review ROP class offerings.
5. Tour an ROP class on campus.
6. Become familiar with realistic LBCC course offerings, including non credit bearing classes.
7. Understand LBCC application procedures and Disabled Students Programs and Services (guest speaker or field trip to DSPS)
8. Understand Cypress College’s School of Continuing Education Options (DSPS information)
9. understand the TPP/DOR programs (TPP student or teacher guest speaker)
10. Review regional center services available for clients/families (HRC literature)
11. Construct post high school education/employment plan using very specific steps needed and a timeline.
13. Parent participation: Encourage parents to
   a. Discuss with son/daughter options for next year in terms of post-secondary education and employment opportunities.

UNIT 9: Finances
1. Identify bill and coin types, if needed
2. Select proper bills and coins for purchase price, if needed
3. Make change for a purchase price from various denominations, if needed
4. Use principles of comparison shopping to determine the best buy
5. Compute discount on sales items
6. Determine correct tax using a tax table or calculator
7. Use www.practicalmoneyskills.com to prepare simple budget for 1 week/month of living
8. Open a savings account (optional; LBS Credit Union is free), if needed
9. Use www.practicalmoneyskills.com to understand the importance of savings and interest
10. Understand a typical paycheck
11. Write a mock check from a checking account
12. Fill out a deposit slip, record the deposit, and figure the new balance
13. Understand who qualifies for SSI/SSDI and how work affects SSI/SSDI check (as a student and non student) (CTS can assist)
14. Endorse a check and tell what can be used for identification
15. Identify key features of buying on credit
16. Know how to establish a good credit rating
17. Determine payment options for major purchases (credit, cash, debit, finance plan)
18. Use www.practicalmoneyskills.com to explore benefits of credit, debit and cash
19. Demonstrate basic understanding of income tax form
20. Calculate, prepare and pay taxes (1040EZ)
21. Accurately describe the content/requirements of various bills (credit card bill, electric bill, medical bill...)
22. Understand explanatory letters from government agencies (social security, Medi-Cal, Department of Rehab.)
23. Use a phone book to arrange a home repair (replace electrical panel, fix a clogged sink, arrange carpet cleaning...), ask the cost and payment terms and when the scheduled service can be.
24. *Update Self Directed IEP/ITP script to reflect a financial goal.
25. Parent participation: Encourage parents to:
   a. Help son/daughter open a savings account and teach him/her how to use it.
   b. Discuss family finances and how son/daughter can help.

UNIT 10: Recreation/Leisure
1. Listen to school daily bulletin for activity opportunities
2. Record campus activities of interest onto pocket calendar.
3. Review campus clubs and attend 2 meetings or join a club for the year.
4. Review the LB Parks, Recreation and Marine catalog and understand how to sign up.
5. Declare which LB Parks and Rec. course is of most interest.
6. Review activities listed in Los Angeles Times Calendar section.
7. Choose one event, plan transportation and day’s agenda for a mock outing and calculate cost.
8. Make a class list of local no/low cost entertainment options.
9. Discuss safety of internet chat rooms.
10. Explore Best Buddies “e-Buddies” organization.
11. Write and send a personal correspondence to a friend or relative.
12. Plan and execute and invite a special guest to a class social event or field trip to local free museum or similar no cost destination.
14. Parent participation: Encourage parents to:
   a. Work with your son/daughter to plan and complete a social/recreational outing with you, the family and/or friends.

UNIT 11: Home and Community Living
1. Locate information in a telephone book.
2. Discuss and practice strategies for acquiring appropriate housing.
3. Compare and contrast cost of housing options.
4. Read ads for rental housing and calculate month of housing costs.
5. Understand supported housing (HUD, HRC).
6. Identify appropriate questions to ask a prospective landlord.
7. Identify or list things to look for when inspecting a rental property.
8. Understand a rental agreement.
9. Calculate cost of moving into a rental.
10. Discuss consequences of property damage and failure to pay rent.
11. Plan a weeks worth of dinner menus.
12. Compile shopping list of groceries and home supplies.
13. Calculate cost of 1 week of food and supplies.
15. Parent participation: Encourage parents to:
   a. Help son/daughter plan a week’s worth of dinner menus and shopping list for those meals.
   b. Assist son/daughter to shop for the food on the list.
   c. Review the family’s monthly costs of housing, food, supplies and bills.

Suggested Word Wall Vocabulary for each unit: see curriculum map.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

First Quarter
   Units 1-4

Second Quarter
   Units 5, 6

Third Quarter
   Units 7, 8, 9 (begin)

Fourth Quarter
   Units 9 (end), 10, 11
<table>
<thead>
<tr>
<th>Topic</th>
<th>Unit 1: Organizational Skills and Portfolio</th>
<th>Unit 2: School Behaviors/Classroom Expectations</th>
<th>Unit 3: Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated Number of Weeks</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>What skills do I need to increase my independence? How can I organize myself to plan a realistic and effective transition from school to work and adulthood?</td>
<td>What behaviors will help me be successful in school and my career?</td>
<td>What modes of transportation can I use safely to increase my independence?</td>
</tr>
<tr>
<td><strong>Suggested Lesson Topics</strong></td>
<td>Define transition course content, sequence and outcomes Grading system Keeping a calendar Class SCANS chart Notebook organizational skills Campus logistics Word wall Portfolio organization</td>
<td>Coming prepared Planning Effective listening/questioning Helpful people Conflict resolution punctuality 95% attendance standard Re-admit procedure Reporting absences to employers Skillstreaming social skills</td>
<td>Pedestrian, bus and stranger safety skills Obtain LACTOA disabled bus pass ID Use Long Beach Transit bus schedule to plan a trip Use LBT phone system to obtain route Use LBT internet website to plan route and find transit information Access Services Cost of bus riding options Review MTA and OCTD connection options Apply for CA ID (optional) Skillstreaming skills California Driver's License process</td>
</tr>
<tr>
<td><strong>Essential Vocabulary For Word Wall</strong></td>
<td>Portfolio, independence, transition, planner, pocket calendar, time management</td>
<td>Employee handbook, percent attendance, punctuality</td>
<td>LACTOA, Long Beach Transit, bus route, ACCESS services, bus pass, EZPass MTA, OCTD, California ID</td>
</tr>
<tr>
<td><strong>Materials for teaching and practice</strong></td>
<td>Course syllabus, course grading system contract, pocket calendar, time clock (optional), Word wall space, Portfolio folders</td>
<td>Attendance printout for each student Phone call and/or email absence script Skillstreaming cards</td>
<td>Mobility packet/check lists, if needed Long Beach Transit Bus Schedules LACTOA ID application LBTransit website Internet connection Skillstreaming cards Bus tickets/passes for class mobility training CA Identification application</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Signed course grading contract Pocket calendar entries Portfolio jacket with preliminary transition goals Notebook with syllabus and dividers In class portfolio in file Planner/calendar up to date</td>
<td>Attendance/punctuality calculation Readiness/attendance certificate for portfolio Practice phone call evaluation Describe re-admit process Updated ITP script</td>
<td>LACTOA ID Plan of correct bus route Written directions from LBTransit phone call LBTransit website printout for bus trip Bus information quiz Performs appropriate role play of social skills Personal plan to obtain CDL Updated ITP script</td>
</tr>
<tr>
<td>Topic</td>
<td>Unit 4: Self Advocacy</td>
<td>Unit 5: Assessing Personal Aptitudes, Abilities and Interests</td>
<td>Unit 6: Career Skills</td>
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</tr>
<tr>
<td><strong>Allocated Number of Weeks</strong></td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>What skills and knowledge do I need to best advocate for myself in my community?</td>
<td>How do my strengths, weaknesses and preferences affect my career choices?</td>
<td>What skills do I need to obtain, keep and leave employment?</td>
</tr>
<tr>
<td><strong>Suggested Lesson Topics</strong></td>
<td>Disability awareness, Using Job Accommodation Network website, ADA rights, Scripting self directed ITP, Laws for 18 year olds, Positive personal behaviors, People who can help, Personal steps for problem solving, Professional and personal friendships, Skillstreaming skills</td>
<td>Career interest inventories, Aptitude inventory, Personal Values and Goals, Positive Self Esteem, Identify skills for preferred career, Identify classes/training for skill development, Plan for skill development</td>
<td>Resume, References Do’s and Don’ts, Work documents, Job application, Dress for success/grooming, Interview skills, Thank You letter, Phone etiquette, Job search steps, Positive work behaviors, Talking with customers, Labor laws for youth, Obtaining a work permit, Work safety, Ethical behavior, Listening and following directions, Leaving a job successfully</td>
</tr>
<tr>
<td><strong>Essential Vocabulary</strong></td>
<td>IEP/ITP, self-directed, accommodations, ADA, problem solving, deportment, adult</td>
<td>assessment, aptitude, ability, preference</td>
<td>Resume, interview, work documents, work permit, etiquette, labor laws, ethical</td>
</tr>
<tr>
<td><strong>Materials for teaching and practice</strong></td>
<td>Accommodations list, ITP pages and self-directed script, Pupil Self Interview, Skillstreaming cards</td>
<td>Career interest inventory (ask CTS), L to E Aptitude Inventory, Self esteem inventory, Values inventory</td>
<td>Newspapers, Internet, <a href="http://www.access.bridges.com">www.access.bridges.com</a> Career Zones, Master application, Work permit application, Sample work permit, Interview checklist, <em>When You Turn 18</em> document</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>List of personal accommodations, List of who can help, Updated ITP script</td>
<td>Completed assessments, List of skills needed and classes/training to obtain skills, Updated ITP script</td>
<td>Completed resume, Employment documents, Completed master application, Dress for Success photo, Interview evaluation, Completed follow-up correspondence</td>
</tr>
<tr>
<td>Topic</td>
<td>Unit 7: Career Awareness</td>
<td>Unit 8: Post Secondary Options</td>
<td>Unit 9: Finances</td>
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</tr>
<tr>
<td>Allocated Number of Weeks</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>Which careers best match my preferences and abilities?</td>
<td>What schools, training opportunities and community agencies can I use after high school?</td>
<td>What skills do I need to manage my finances?</td>
</tr>
<tr>
<td>Suggested Lesson Topics</td>
<td>Career speakers Career center Career fair (if available) Career clusters Occupational research Occupations in demand Career requirements Career ladder Worksite visitations Job shadowing</td>
<td>- Adult Community Transition program - Regional Occupational Program - On the Job training - Job Corp - Dept. of Rehabilitation - Youth Opportunity Center - Long Beach School for Adults - Long Beach City College, - Cypress College - Disabled Students Programs and Services - County Mental Health - Social Security Administration - Regional Center</td>
<td>Properly identify coins, bills and make change Counting and handling money Making change Comparison shopping Discounts Sales tax Understanding parts of a paycheck Check writing Bank account Balancing bank account Deposit slip Debit cards Personal budget Credit Income/lifetime earnings 1040 EZ income tax form SSI/SSDI, affect of wage on Reading bills Rental agreement Analyzing official correspondence Arranging home repair and payment plan</td>
</tr>
<tr>
<td>Essential Vocabulary</td>
<td>Occupation, career, job, career ladder, job shadow, career cluster, skill</td>
<td>See agencies above</td>
<td>paycheck, earnings, withholding, FICA, savings account, sales tax, personal check, ATM, budget, credit, bill, overdue, late payment, contract</td>
</tr>
<tr>
<td>Materials for teaching and practice</td>
<td>Guest Speakers Enter Here Videos and handouts <a href="http://www.access.bridges.com">www.access.bridges.com</a> : Career Zones <a href="http://online.onetcenter.org">http://online.onetcenter.org</a> Worksite visitation permission slips, if needed Job shadowing permission slips, if needed</td>
<td>Sample brochures from several of above institutions Generic exiting Resources List City of LB wall map Course catalogs from ROP, LBCC, LBSA</td>
<td>Pretend money Example paycheck and personal check Bank account pass book <a href="http://www.practicalmoneyskills.com">www.practicalmoneyskills.com</a> lessons example bills rental agreement Example official correspondence (SSA letter, DOR letter…) phone book 1040EZ income tax form</td>
</tr>
<tr>
<td>Topic</td>
<td>Unit 7: Career Awareness</td>
<td>Unit 8: Post Secondary Options</td>
<td>Unit 9: Finances</td>
</tr>
<tr>
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</tr>
<tr>
<td>Allocated Number of Weeks</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Speaker worksheet</td>
<td>Agency matching list</td>
<td>Money ID quizzes</td>
</tr>
<tr>
<td></td>
<td>Career zone and O'Net printouts</td>
<td>Personal List of desired and realistic post secondary options</td>
<td>Personal Budget</td>
</tr>
<tr>
<td></td>
<td>Personal career ladder</td>
<td>Updated ITP script</td>
<td>Practical money skills lessons quiz completion</td>
</tr>
<tr>
<td></td>
<td>Job visitation/shadow summary</td>
<td>Updated ITP script</td>
<td>Earning power comparison sheet</td>
</tr>
<tr>
<td></td>
<td>Updated ITP script</td>
<td></td>
<td>Bill reading quiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Unit 10: Recreation/Leisure</th>
<th>Unit 11 Home and Community Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocated Number of Weeks</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>How can I participate in extracurricular activities at my most independent level?</td>
<td>What skills do I need to live as independently as possible?</td>
</tr>
<tr>
<td>Suggested Lesson Topics</td>
<td>Current hobbies and recreation</td>
<td>Acquiring appropriate housing</td>
</tr>
<tr>
<td></td>
<td>Campus clubs and extracurricular activities</td>
<td>Using the newspaper to find housing</td>
</tr>
<tr>
<td></td>
<td>Class master calendar</td>
<td>Understand supported housing (HUD, HRC)</td>
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<tr>
<td></td>
<td>Los Angeles Times newspaper as a resource</td>
<td>Filling out a rental application</td>
</tr>
<tr>
<td></td>
<td>LB Parks and Recreation Guide as a resource</td>
<td>Identify questions to ask a prospective landlord</td>
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<tr>
<td></td>
<td>Social phone etiquette</td>
<td>List what to look for when inspecting a rental unit</td>
</tr>
<tr>
<td></td>
<td>Planning and executing class event</td>
<td>Understand a rental agreement</td>
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<tr>
<td></td>
<td>Skillstreaming skills</td>
<td>Understand and calculate moving in/moving out costs</td>
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<tr>
<td></td>
<td>Update ITP script</td>
<td>Understand consequences of property damage and failure to pay rent</td>
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<tr>
<td></td>
<td></td>
<td>Compile typical shopping list for 1 week of groceries and home supplies</td>
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<tr>
<td></td>
<td></td>
<td>Calculate cost for shopping list</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculate cost of living for 1 month (rent, transportation, food, supplies, clothes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skillstreaming skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update ITP script</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
<th>Recreation, leisure, campus club, catalog</th>
<th>Housing, landlord, rental, cleaning deposit, cost of living Index, rental agreement, lease, tenant, eviction,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for teaching and practice</td>
<td>Daily bulletin</td>
<td>Newspaper rental pages and grocery pages</td>
</tr>
<tr>
<td></td>
<td>List of campus clubs/events</td>
<td>Rental agreement, 3 Day Pay or Quit sign</td>
</tr>
<tr>
<td></td>
<td>Los Angeles Times newspapers</td>
<td>Phone book, classified ads, grocery ads, newspaper,</td>
</tr>
<tr>
<td></td>
<td>Adventurers (Boy Scouts) information</td>
<td><a href="http://www.practicalmoneyskills.com">www.practicalmoneyskills.com</a></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Ideal plan for recreation/leisure to include</td>
<td>Rental ad quiz</td>
</tr>
<tr>
<td></td>
<td>School based choices</td>
<td>Completed rental application</td>
</tr>
<tr>
<td></td>
<td>LB Parks choices</td>
<td>Shopping list</td>
</tr>
<tr>
<td></td>
<td>Los Angeles Times Calendar section choices</td>
<td>Cost of living calculation</td>
</tr>
<tr>
<td></td>
<td>Optional choices for plan</td>
<td></td>
</tr>
</tbody>
</table>
METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles including but not limited to the following:

- Role play
- Interviews
- Vocabulary Strategies
- Anticipation Guides
- Pre-reading strategies
- RCRC (read, cover, recite, check)
- Demonstration
- Reciprocal teaching
- Scaffolding
- Visitations
- Public speaking

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<table>
<thead>
<tr>
<th>Essential Elements of Effective Instruction</th>
<th>Model for Lesson Design Using Task Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory Set</td>
<td>Objective</td>
</tr>
<tr>
<td>Objective</td>
<td>Standard Reference</td>
</tr>
<tr>
<td>Standard Reference</td>
<td>Purpose</td>
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<tr>
<td>Purpose</td>
<td>Input</td>
</tr>
<tr>
<td>Input</td>
<td>Modeling</td>
</tr>
<tr>
<td>Modeling</td>
<td>Check for Understanding</td>
</tr>
<tr>
<td>Check for Understanding</td>
<td>Guided Practice</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Closure</td>
</tr>
<tr>
<td>Closure</td>
<td>Independent Practice</td>
</tr>
</tbody>
</table>

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

- **Covert strategies**
  - Recall
  - Imagine
  - Observe
  - Consider
  - Visualize

- **Overt Strategies**
  - Restate in Journal/Notes
  - Hand Signals
  - Cooperative Groups
  - Choral Response
  - Illustrate
  - Role Play
  - Response Boards
  - Graphic Organizers
  - Give One/Get One
  - Point to Examples
  - Idea Wave
  - Pair-Share
  - Brainstorm
  - Demonstration

MATERIALS USED IN TEACHING THE COURSE:

Basic Texts: Learn to Earn curriculum Website is:
http://www.lausd.net/lausd/offices/spec_ed/_dots/3teacher_l2e.htm
or www.practicalmoneyskills.com
Basic Materials:

- Pathway to Success 3-4 Course Outline, including the Curriculum Map
- Practical Money Skills for Life CD; 2000-2003; VISA USA Inc.
- More Successful Transition Planning (Bridges.com)
- Enter Here Video series (available through Career Transition Specialist)
- Student Employment Competencies Curriculum. Poway Unified School District

Supplemental materials:

- Career and College Planning Student Guide, LBUSD
- Career Transition Specialist resources
- Career Center Resources
- Office of Career/Tech Ed Resources
- LACTOA Disabled Identification Application
- California ID application

Professional Readings:


EVALUATION*

Suggested Grading (Grades A, B, C, D, F are given in this course.):
Progress should be monitored by the use of notebook checks and portfolio review.

Percentage of Grade

- Daily Active Participation in class 35%
  - Attendance
  - Participating in individual and group discussion
  - Answering questions
  - Remaining on-task with the group
  - Participating in individual and group assignments
  - Completes class assignments in a notebook
- Pocket calendar 15%
- Portfolio (required) 20%
- ITP Script and participation 30%

Notebook Rubric:

4- Notebook is tabbed and all assignments are in the correct section, all assignments are documented and checked off when they are completed, and calendar is always used.
3- Notebook is tabbed and has most assignments in correct sections, most assignments are documented and calendar is usually used.
2- Notebook is tabbed and has most assignments in correct sections, some assignments are documented, calendar is sporadically used.
1- Notebook is grossly unorganized, very little or no information/assignments documented, calendar is rarely used.
0- No notebook
Portfolio Content Requirements (see asterisks in course outline)

- Mobility skills certificate
- Documents necessary for employment (copy of ss card, alien registration, photo ID, birth certificate, LACTOA ID)
- Updated resume
- 3 references (not a relative)
- Master Application with personal information
- Photo of self, dressed for success
- Mock interview evaluation
- Thank you letter
- Transition Goals
- ITP script or pages
- agency contact sheet
- proof of service learning, (if required)
- Parent participation certificate
- Two Letters of Recommendation (not a relative)
- Other certificates, if applicable

ITP Script contains:

- Introductory remark
- Acknowledgement of IEP team
- Personal strengths
- Current academic abilities
- Needed Accommodations for learning and working
- Transportation goal
- Education Goal, including classes to learn skills that match desired career
- Career Goal
- Financial goal
- Social/Recreational goal
- Independent Living goal
- Suggested ITP activities to reach above goals

Resources:

District Offices

- Office of Curriculum, Instruction and Professional Development--Special Education Curriculum Office
  1299 E. 32nd Street Room PDC
  562.426.9538 or 997.8000x2961

- Division of Special Education—Career Education/Work Experience Program
  4310 Long Beach Blvd. Suite 1
  (562) 422.6868 x 222
  - Assessment material, transition curriculum, resources, consultation
• Office of Career/Technical Education,
  3701 E. Willow Street, Bungalow 15
  (562) 989.7872 (ext. 291)
  • K-12 Career/Tech Education Standards, curriculum, professional development,
    materials, resources

• Instructional Materials Workshop (IMW)
  TRC 12-13
  (562) 997.8000 x 2965
  • standards-based instructional materials
  • content integrated instructional materials
  • wood shop / lumber room
  • copying, enlarging, and laminating

• Office of Multimedia Services (OMS)
  (562) 997-8000 (ext. 7145)
  • videos for check out to fit the curriculum (see your librarian for current catalogs)

(Quarter progress report and end of semester grades are based on the same criteria—see below).

**Grading Standards at Mid Semester and End of Semester:**

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Grade</th>
<th>Mid Semester</th>
<th>End Semester</th>
</tr>
</thead>
</table>
| **Advanced Proficiency** |       | Active daily participation 90% of the time. Study Skills Assessments-
  | A      | average score 90-100% Notebook- rubric score of 4.                            | Active daily participation 90% of the time. Study Skills Assessments-
  |        |                                                                               | average score 90-100% Notebook- rubric score of 4.                           |
| **Proficient**         | B      | Active daily participation 80% of the time. Study Skills Assessments-
  |        | average score 80-89% Notebook- rubric score of 3.                             | Active daily participation 80% of the time. Study Skills Assessments-
  |        |                                                                               | average score 80-89% Notebook- rubric score of 3.                           |
| **Partially Proficient** |       | Active daily participation 70% of the time. Study Skills Assessments-
  | C      | average 70-79% Notebook- rubric score of 2.                                   | Active daily participation 70% of the time. Study Skills Assessments-
  |        |                                                                               | average score 70-79% Notebook- rubric score of 2.                           |
| **Partially Proficient** |       | Active daily participation 60% of the time. Study Skills Assessments-
  | D      | average score 60-69% Notebook- rubric score of 1.                             | Active daily participation 60% of the time. Study Skills Assessments-
  |        |                                                                               | average score 60-69% Notebook- rubric score of 1.                           |
| **Not Proficient**     | F      | Active daily participation less than 60% of the time. Study Skills Assessments-
  |        | average score below 60% Notebook- rubric score of 0.                          | Active daily participation less than 60% of the time. Study Skills Assessments-
  |        |                                                                               | average score below 60% Notebook- rubric score of 0.                        |