

Seaside High School

Course Title: Life Skills/Transition

Course Description: Provide a nurturing self-contained classroom for students who are on Individual Education Plans where students work on functional academics, self-advocacy, self-determination, skills of independence, development of self-awareness with the goal to focus on success.

Life Skills: The mission of the Life Skills program is to help students become functioning members of their own communities to the fullest extent possible through a functional blend of academics and life skills.

Transition: The focus is on curriculum designed to enable students to “transition” to the world of work and to adult community living as successfully as possible. Program activities take place in the community – at work sites and other locations – with the goal of helping students acquire the skills to secure and maintain employment after they leave the program.

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Text/Course Materials:

- available on request
- varied per term and student

Common Core Standards developed in this Course:

- Meet student’s IEP goals
- Reading: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Writing: Write formative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Speaking and Listening: Communicate supported ideas across subject areas.
- Math: Make sense of problems and persevere in solving them. Accurately solve problems that arise in mathematics and real world contexts.
- Complete state testing and work samples with accommodations at appropriate levels of difficulty.

Career Related:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Model integrity, ethical leadership and effective management of time.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.

Self-Advocacy:

- The students will learn skills to increase their abilities in: asking for help from staff; working with students in classrooms; asking for missing work when absent; increasing oral participation in classrooms and advocating for accommodations.

Grading Policies: Grade is based on daily demonstration of career related common core standards. See sample grading sheet created from student's IEP goals. Progress on academic standards is reported on IEP report cards.

Classroom Expectations: Daily participation, respect myself and others; have a good attitude, find the courage to grow and become who I really am, and set myself up for success.
