

# Special Education

## **CONSUMER EDUCATION (FALL)**

Offered: Semester Course For: 12 - 10, 11 with Administrative Approval  
Students learn the consumer education topics required under Senate Bill 977 and will be taught by Business or Family and Consumer Science teachers. Through the learning experiences in this course, students gain knowledge, buying skills and understanding in the following areas: advertising, credit, consumer rights and responsibilities, labor unions, transportation, insurance, savings and investments, taxation, housing, home furnishings, home appliances, foods, clothing, comparison shopping, budgeting and career exploration. There is special emphasis on developing reading, writing, and critical thinking skills. This course may not be used to fulfill the CTE requirement for graduation.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Individualized Education Plan (IEP).

**COREQUISITES:** None

**FEES:** None

## **CONSUMER EDUCATION (SPRING)**

Offered: Semester Course For: 12 - 10, 11 with Administrative Approval  
Students learn the consumer education topics required under Senate Bill 977 and will be taught by Business or Family and Consumer Science teachers. Through the learning experiences in this course, students gain knowledge, buying skills and understanding in the following areas: advertising, credit, consumer rights and responsibilities, labor unions, transportation, insurance, savings and investments, taxation, housing, home furnishings, home appliances, foods, clothing, comparison shopping, budgeting and career exploration. There is special emphasis on developing reading, writing, and critical thinking skills. This course may not be used to fulfill the CTE requirement for graduation.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Individualized Education Plan (IEP).

**COREQUISITES:** None

**FEES:** None

## **PRE-VOCATIONAL TRAINING (FALL)**

Offered: Semester Course. The course objective includes the introduction of the value of work in everyday life. Through functional experiences students will study and identify and general prevocational skills and attitudes

necessary for successful performance on-the-job.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take PRE-VOCATIONAL TRAINING (SPRING)

**FEES:** None

### **PRE-VOCATIONAL TRAINING (SPRING)**

Offered: Semester Course. This course objective includes the introduction of the value of work in everyday life. Through functional experiences students will study and identify and general prevocational skills and attitudes necessary for successful performance on-the-job.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take PRE-VOCATIONAL TRAINING (FALL)

**FEES:** None

### **LIVING SKILLS 1 (FALL) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 2 (SPRING) (West Only)

**FEES:** None

### **LIVING SKILLS 2 (SPRING) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are

engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 1 (FALL) (West Only)

**FEES:** None

### **LIVING SKILLS 3 (FALL) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 4 (SPRING) (West Only)

**FEES:** None

### **LIVING SKILLS 4 (SPRING) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language

development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 3 (FALL) (West Only)

**FEES:** None

### **LIVING SKILLS 5 (FALL) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 6 (SPRING) (West Only)

**FEES:** None

### **LIVING SKILLS 6 (SPRING) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on

academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 5 (FALL) (West Only)

**FEES:** None

### **LIVING SKILLS 7 (FALL) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 8 (SPRING) (West Only)

**FEES:** None

### **LIVING SKILLS 8 (SPRING) (West Only)**

Offered: Year Course These courses are block schedule classes that provide students credits towards English and Math requirements. Students are engaged in a functional curriculum that offers experiences in academic settings, community assimilation, cooking, speech and language development, and group dynamics to foster social skills development. An integrated curriculum of English and math provides students with a hands-on academic experience that focus on developing independent living skills. This course addresses computation, money, time and calendar skills. Living Skills

also concentrates on functional reading and writing, comprehension and vocabulary development. Students in these courses will focus on developing basic academic skills in all areas. Students in Living Skills courses will build on knowledge acquired in previous Living Skills courses and learn to apply it independently in more complex situations.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take LIVING SKILLS 7 (FALL) (West Only)

**FEES:** None

### **SOCIAL PSYCHOLOGY 1 (FALL)**

Offered: Year or Semester Course Social Psychology is a class designed to prepare students to function more effectively in society. Emphasis is placed on the academic, as well as, affective areas. Academic areas addressed are study skills, organizational skills, test-taking skills, listening skills and higher level thinking skills. Students are provided with skill approaches to assist them in mastering course work aligned to the Illinois State standards.

Affective areas are addressed through weekly group counseling and curriculum, assistance in social skills, decision-making, problem-solving skills, stress management and values clarification.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** None

**FEES:** None

### **SOCIAL PSYCHOLOGY 2 (SPRING)**

Offered: Year or Semester Course Social Psychology is a class designed to prepare students to function more effectively in society. Emphasis is placed on the academic, as well as, affective areas. Academic areas addressed are study skills, organizational skills, test-taking skills, listening skills and higher level thinking skills. Students are provided with skill approaches to assist them in mastering course work aligned to the Illinois State standards.

Affective areas are addressed through weekly group counseling and curriculum, assistance in social skills, decision-making, problem-solving skills, stress management and values clarification.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** None

**FEES:** None

### **SOCIAL PSYCHOLOGY 3 (FALL)**

Offered: Year or Semester Course Social Psychology is a class designed to prepare students to function more effectively in society. Emphasis is placed on the academic, as well as, affective areas. Academic areas addressed are study skills, organizational skills, test-taking skills, listening skills and higher level thinking skills. Students are provided with skill approaches to assist them in mastering course work aligned to the Illinois State standards. Affective areas are addressed through weekly group counseling and curriculum, assistance in social skills, decision-making, problem-solving skills, stress management and values clarification.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** None

**FEES:** None

### **SOCIAL PSYCHOLOGY 4 (SPRING)**

Offered: Year or Semester Course Social Psychology is a class designed to prepare students to function more effectively in society. Emphasis is placed on the academic, as well as, affective areas. Academic areas addressed are study skills, organizational skills, test-taking skills, listening skills and higher level thinking skills. Students are provided with skill approaches to assist them in mastering course work aligned to the Illinois State standards. Affective areas are addressed through weekly group counseling and curriculum, assistance in social skills, decision-making, problem-solving skills, stress management and values clarification.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 9-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** None

**FEES:** None

### **VOCATIONAL SURVEY (West Only) (FALL)**

Offered: Semester Course. The course objective includes increasing career and self-awareness, through the study of employment clusters and interest inventories and functional work experiences. By training in the school setting, students will experience the relationship between employment and learning. This survey of employment experiences will help them begin the process of transitioning to the world of work.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 10

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take VOCATIONAL SURVEY (SPRING) (West Only)

**FEES:** None

### **VOCATIONAL SURVEY (SPRING) (West Only)**

Offered: Semester Course. The course objective includes increasing career and self-awareness, through the study of employment clusters and interest inventories and functional work experiences. By training in the school setting, students will experience the relationship between employment and learning. This survey of employment experiences will help them begin the process of transitioning to the world of work.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 10

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take VOCATIONAL SURVEY (FALL) (West Only)

**FEES:** None

### **PREVOCATIONAL EDUCATION (FALL)**

Offered: Semester Course. Students will increase career awareness and identify vocational interest. Students will study various employment clusters and job requirements to begin making a career plan. Additionally, students will increase self-awareness by taking various interest inventories to generally identify personal interests, abilities and values. Through various multi-sensory activities and projects, students will be introduced to the process of how to successfully seek and maintain employment, as well as, establish a career plan.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 10

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take VOCATIONAL SURVEY (SPRING)

**FEES:** None

### **PREVOCATIONAL EDUCATION (SPRING)**

Offered: Semester Course. Students will increase career awareness and identify vocational interest. Students will study various employment clusters and job requirements to begin making a career plan. Additionally, students will increase self-awareness by taking various interest inventories to generally identify personal interests, abilities and values. Through various multi-sensory activities and projects, students will be introduced to the process of how to successfully seek and maintain employment, as well as, establish a career plan.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 10

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take VOCATIONAL



SURVEY (FALL)

**FEES:** None

### **DRIVER EDUCATION (FALL)**

Offered: Semester Course According to state law, Pursuant to Sections 27-23 and 27-24.2 of the School Code, no student shall be permitted to enroll in a driver education course provided by a public school district or a nonpublic school unless he or she has either: 1) received a passing grade in at least eight courses (which may include courses completed in grade 8) during the previous two semesters or, in the case of block scheduling that reduces the number of courses taken per semester, in at least half the courses taken during the previous two semesters. Driver Education Fees: a fee is required plus a \$20.00 Illinois State permit fee to be paid on the first day of class. Students must pass the written Driver Education Vehicle Code Permit Test to advance to the Behind-The-Wheel (BTW) phase. Pending availability of instructors, students are selected in chronological order by birth date and are given the opportunity to successfully complete the required 6 hours of training. Students have the option of taking BTW before or after school as the schedules permit.

**CREDIT:** 0.5 **TYPE:** Regular **GRADE:** 10-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** None

**FEES:** \$300.00

### **DRIVER EDUCATION (SPRING)**

Offered: Semester Course According to state law, Pursuant to Sections 27-23 and 27-24.2 of the School Code, no student shall be permitted to enroll in a driver education course provided by a public school district or a nonpublic school unless he or she has either: 1) received a passing grade in at least eight courses (which may include courses completed in grade 8) during the previous two semesters or, in the case of block scheduling that reduces the number of courses taken per semester, in at least half the courses taken during the previous two semesters. Driver Education Fees: a fee is required plus a \$20.00 Illinois State permit fee to be paid on the first day of class. Students must pass the written Driver Education Vehicle Code Permit Test to advance to the Behind-The-Wheel (BTW) phase. Pending availability of instructors, students are selected in chronological order by birth date and are given the opportunity to successfully complete the required 6 hours of training. Students have the option of taking BTW before or after school as the schedules permit.

**CREDIT:** 0.5 **TYPE:** Regular **GRADE:** 10-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** None

**FEES:** \$300.00

### **OCCUPATIONAL SURVEY (FALL) (West Only)**

Offered: Year Course This course is designed to prepare students for competitive employment in the community. Students study and demonstrate appropriate work behavior and attitudes by attending class and training in a supervised position in

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 11

**PREREQUISITE:** Individualized Education Plan (IEP) and 16 years of age. Course requires 2 periods per day for 1 credit per semester.

**COREQUISITES:** If you take this course, you must also take OCCUPATIONAL SURVEY (SPRING) (West Only)

**FEES:** None

### **OCCUPATIONAL SURVEY (SPRING) (West Only)**

Offered: Year Course This course is designed to prepare students for competitive employment in the community. Students study and demonstrate appropriate work behavior and attitudes by attending class and training in a supervised position in

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 11

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take OCCUPATIONAL SURVEY (FALL) (West Only)

**FEES:** None

### **RELATED INSTRUCTION/EMPLOYMENT 1 (FALL)**

Offered: Semester/Year Course (Meets 1 period per day for one credit per semester: 0.5 credit for class work per semester and 0.5 credit for employment/training experience per semester.) The activities for Related Instruction will vary according to the abilities of the individual students. Students will be provided instruction and experiences that are in line with the district's curricular initiatives. Assignments relating to on-the-job experiences, films, guest speakers, field trips and activities considered important by the group and/or teacher coordinator will be addressed. Students will be responsible for learning and demonstrating appropriate work-based skills and behaviors. The development of employability skills will be stressed to ensure the successful transition from school to the world of work. Teacher-coordinators will assist students to secure either, part-time competitive employment or a training position at an approved work-training site and contact employers quarterly for evaluation purposes. Students will

attend academic classes and keep a log of hours worked at an approved site. Students will be available before or after school for individual conferences, meetings and/or class projects. Adaptive Academic Classrooms - For students who may present significant levels of developmental delays, multiple disabilities, functional and pervasive developmental disorders, Autism, and to students exhibiting physical limitations with mobility, vision and hearing. Teachers incorporate adaptive strategies and supports to encourage student success. Students are presented with daily instruction in the areas of communication, socialization, daily living skills, vocational skills and recreational activities.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 11

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION/EMPLOYMENT 1 (SPRING)

**FEES:** None

### **RELATED INSTRUCTION/EMPLOYMENT 1 (SPRING)**

Offered: Semester/Year Course (Meets 1 period per day for one credit per semester: 0.5 credit for class work per semester and 0.5 credit for employment/training experience per semester.) The activities for Related Instruction will vary according to the abilities of the individual students. Students will be provided instruction and experiences that are in line with the district's curricular initiatives. Assignments relating to on-the-job experiences, films, guest speakers, field trips and activities considered important by the group and/or teacher coordinator will be addressed. Students will be responsible for learning and demonstrating appropriate work-based skills and behaviors. The development of employability skills will be stressed to ensure the successful transition from school to the world of work. Teacher-coordinators will assist students to secure either, part-time competitive employment or a training position at an approved work-training site and contact employers quarterly for evaluation purposes. Students will attend academic classes and keep a log of hours worked at an approved site. Students will be available before or after school for individual conferences, meetings and/or class projects. Adaptive Academic Classrooms - For students who may present significant levels of developmental delays, multiple disabilities, functional and pervasive developmental disorders, Autism, and to students exhibiting physical limitations with mobility, vision and hearing. Teachers incorporate adaptive strategies and supports to encourage student success. Students are presented with daily instruction in the areas of communication, socialization, daily living skills, vocational skills and recreational activities.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 11

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION/EMPLOYMENT 1 (FALL)

**FEES:** None

### **RELATED INSTRUCTION 1 (FALL)**

Offered: Semester/Year Course (Meets 1 period per day; 1 credit per semester: 0.5 credit for class work; 0.5 credit for employment work) This course is designed for students who are ready for community-based employment. Students will list sources of employment, complete job applications and participate in job interviews to secure employment. Students are expected to identify and display the qualities of a good worker. Transition topics covered include fringe benefits, taxes, banking and worker organizations. The development of employability skills, which will enable students to make the transition from school to the world of work, will be stressed. The Prevocational Coordinator will assist students securing employment in an approved training station.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 11-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION 1 (SPRING)

**FEES:** None

### **RELATED INSTRUCTION 1 (SPRING)**

Offered: Semester/Year Course (Meets 1 period per day; 1 credit per semester: 0.5 credit for class work; 0.5 credit for employment work) This course is designed for students who are ready for community-based employment. Students will list sources of employment, complete job applications and participate in job interviews to secure employment. Students are expected to identify and display the qualities of a good worker. Transition topics covered include fringe benefits, taxes, banking and worker organizations. The development of employability skills, which will enable students to make the transition from school to the world of work, will be stressed. The Prevocational Coordinator will assist students securing employment in an approved training station.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 11-12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION 1 (FALL)

**FEES:** None

### **CONTEMPORARY LITERATURE (FALL)**

Offered: Semester Only In these semester-long courses students will be exposed to a wide variety of contemporary works with an overarching goal of enhancing reading for enjoyment. By discussing and analyzing theme-based units, these reading intensive courses aim to promote literacy while aligning evaluative techniques. Through written and oral reflection, students will extrapolate relevant parallels between their roles as American teenagers and those of society at large.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Previous enrollment in English 5/6.

**COREQUISITES:** None

**FEES:** None

### **CONTEMPORARY LITERATURE (SPRING)**

Offered: Semester Only In these semester-long courses students will be exposed to a wide variety of contemporary works with an overarching goal of enhancing reading for enjoyment. By discussing and analyzing theme-based units, these reading intensive courses aim to promote literacy while aligning evaluative techniques. Through written and oral reflection, students will extrapolate relevant parallels between their roles as American teenagers and those of society at large.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Previous enrollment in English 5/6.

**COREQUISITES:** None

**FEES:** None

### **MULTI-CULTURAL THEMES (FALL)**

Offered: Semester Only This course presents multicultural themes and perspectives in literature. This multi-cultural literature is writing that represents the works of marginalized Americans who illustrate the ethnic diversity of America and the cross cultural experience that is a part of American life. Emphasis is placed on developing a deeper understanding and awareness of cultural diversity as reflected in contemporary fiction, non-fiction, and other artistic works.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Previous enrollment in English 5/6.

**COREQUISITES:** None

**FEES:** None

### **MULTI-CULTURAL THEMES (SPRING)**

Offered: Semester Only This course presents multicultural themes and perspectives in literature. This multi-cultural literature is writing that

represents the works of marginalized Americans who illustrate the ethnic diversity of America and the cross cultural experience that is a part of American life. Emphasis is placed on developing a deeper understanding and awareness of cultural diversity as reflected in contemporary fiction, non-fiction, and other artistic works.

**CREDIT:** 0.5 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Previous enrollment in English 5/6.

**COREQUISITES:** None

**FEES:** None

### **RELATED INSTRUCTION/EMPLOYMENT 2 (FALL)**

Offered: Semester/Year Course (Meets 1 period per day for one credit per semester: 0.5 credit for class work per semester and 0.5 credit for employment/training experience per semester.) The activities for Related Instruction will vary according to the abilities of the individual students. Students will be provided instruction and experiences that are in line with the district's curricular initiatives. Assignments relating to on-the-job experiences, films, guest speakers, field trips and activities considered important by the group and/or teacher coordinator will be addressed. Students will be responsible for learning and demonstrating appropriate work-based skills and behaviors. The development of employability skills will be stressed to ensure the successful transition from school to the world of work. Teacher-coordinators will assist students to secure either, part-time competitive employment or a training position at an approved work-training site and contact employers quarterly for evaluation purposes. Students will attend academic classes and keep a log of hours worked at an approved site. Students will be available before or after school for individual conferences, meetings and/or class projects. Adaptive Academic Classrooms - For students who may present significant levels of developmental delays, multiple disabilities, functional and pervasive developmental disorders, Autism, and to students exhibiting physical limitations with mobility, vision and hearing. Teachers incorporate adaptive strategies and supports to encourage student success. Students are presented with daily instruction in the areas of communication, socialization, daily living skills, vocational skills and recreational activities.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION/EMPLOYMENT 2 (SPRING)

**FEES:** None

### **RELATED INSTRUCTION/EMPLOYMENT 2 (SPRING)**

Offered: Semester/Year Course (Meets 1 period per day for one credit per semester: 0.5 credit for class work per semester and 0.5 credit for employment/training experience per semester.) The activities for Related Instruction will vary according to the abilities of the individual students. Students will be provided instruction and experiences that are in line with the district's curricular initiatives. Assignments relating to on-the-job experiences, films, guest speakers, field trips and activities considered important by the group and/or teacher coordinator will be addressed. Students will be responsible for learning and demonstrating appropriate work-based skills and behaviors. The development of employability skills will be stressed to ensure the successful transition from school to the world of work. Teacher-coordinators will assist students to secure either, part-time competitive employment or a training position at an approved work-training site and contact employers quarterly for evaluation purposes. Students will attend academic classes and keep a log of hours worked at an approved site. Students will be available before or after school for individual conferences, meetings and/or class projects. Adaptive Academic Classrooms - For students who may present significant levels of developmental delays, multiple disabilities, functional and pervasive developmental disorders, Autism, and to students exhibiting physical limitations with mobility, vision and hearing. Teachers incorporate adaptive strategies and supports to encourage student success. Students are presented with daily instruction in the areas of communication, socialization, daily living skills, vocational skills and recreational activities.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION/EMPLOYMENT 2 (FALL)

**FEES:** None

### **RELATED INSTRUCTION 2 (FALL)**

Offered: Semester/Year Course (Meets 1 period per day; for one credit per semester.) This course is designed for students who are ready for community-based employment. Students continue to enhance skills learned in Related I. Students will actively seek and maintain employment. Transition topics covered include social security, insurance, budgeting, major life purchases, problem solving, effective communication and interpersonal relations in the work place. The development of employability skills, which will enable students to make the transition from school to the world of work, will be stressed. The Prevocational Coordinator will assist students securing employment in an approved training station.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION 2 (SPRING)

**FEES:** None

### **RELATED INSTRUCTION 2 (SPRING)**

Offered: Semester/Year Course (Meets 1 period per day; for one credit per semester.) This course is designed for students who are ready for community-based employment. Students continue to enhance skills learned in Related I. Students will actively seek and maintain employment.

Transition topics covered include social security, insurance, budgeting, major life purchases, problem solving, effective communication and interpersonal relations in the work place. The development of employability skills, which will enable students to make the transition from school to the world of work, will be stressed. The Prevocational Coordinator will assist students securing employment in an approved training station.

**CREDIT:** 1 **TYPE:** Special Education **GRADE:** 12

**PREREQUISITE:** Individualized Education Plan (IEP)

**COREQUISITES:** If you take this course, you must also take RELATED INSTRUCTION 2 (FALL)

**FEES:** None