

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

INDEPENDENT LIVING 1000

DATE: April, 2008

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(s): 9-12

COURSE LENGTH: 1 Year

GRADING: A-F

CREDITS: 5 per semester

PREREQUISITES: Recommendation of IEP Team

COURSE DESCRIPTION:

Independent Living will provide Living Skills (ILS) training, Community Based Instruction (CBI), Mobility training, Social Skills support and Functional Academics for students served by Student support Services. It will provide students opportunities to experience high school while preparing to become productive members of society. Small group and individual instruction are provided both on campus and in the community.

GENERAL GOALS/PURPOSES:

Students will have the opportunity to:

- Receive instruction in natural settings in the community
- Receive instruction at their individual levels
- Develop and refine functional academic skills
- Locate and access local businesses and restaurants
- Develop skills to locate and process information in a newspaper, phonebook, menu, calendar, etc.
- Participate in social situations available to high school students
- Develop vocational skills necessary to obtain a job
- Utilize public transportation
- Become as independent as possible
- Prepare for life post high school
- Access Adult Service Providers

STUDENT READING COMPONENT:

The degree to which a student can participate will vary and will depend upon individual strengths. Students will identify the structural features of popular media like newspapers, magazines and online information and use the features to obtain and process information. Students will locate and process information by using a variety of consumer, workplace and public documents like applications/forms, schedules, phonebooks, menus, directories/guides, recipes and calendars.

STUDENT WRITING COMPONENT:

The degree to which a student can participate will vary and will depend upon individual strengths. Students will practice printing legibly and spacing words appropriately when writing answers to questions related to local businesses (in the form of community scavenger hunts). Students will write from left to right and from top to bottom as they practice writing personal information. Students will legibly sign their signatures on timesheets, paychecks or registers.

STUDENT ORAL COMPONENT:

The degree to which a student can participate will vary and will depend upon individual strengths. Students will listen attentively then understand and follow one and two step oral directions. Students will share information and ideas, speak audibly and coherently while recounting experiences in a logical sequence as they relay summaries of their day to their peers and staff. Students will be encouraged to and reinforced for staying on

topic and asking questions for clarification and to ask for assistance or directions as necessary. Students will practice ordering items from a simple menu and eating items in local restaurants in order to understand the concept of the exchange of money to purchase goods and services in their community.

DETAILED UNITS OF INSTRUCTION:

All students should have access to district core materials as a first option.

The texts for his course could include but should not be limited to:

Recommended Teacher Resources:

CORE MATERIALS

M.O.V.E.

Life Skills Activities for Secondary Students, Darlene Mannix, Jossey-Bass, 1998

Social Skills Activities for Secondary Students, Darlene Mannix, Jossey-Bass, 1998

Life Skills Activities for Special Children, Darlene Mannix, Jossey-Bass, 1998

Life Skills Activities for Special Children, Darlene Mannix, Jossey-Bass, 1998

Grocery items

Adaptive Recreational Materials

SUPPLEMENTAL MATERIALS

Public Transportation Passes

Games curriculum

Soaps, cleaners, laundry detergent

Brooms, towels, tools

Iron, ironing board

SEMESTER ONE:

I. Interpersonal Skills

A. Uniqueness of Myself and Others

B. Friendship Skills

1. Peer Groups

2. Social Strategies

3. Qualities of Good Friends

4. Changing Friendships

C. Working with Others

1. Being a Good Employee

2. Work Experience

3. Work as a Team

D. Problems and Solutions

II. Communication Skills

A. Understanding Others

B. Following Directions

1. Attentive Listener

2. Collect Your Thoughts

3. Cooperate with Authority

C. Phone Skills

1. Answer the Phone

2. Place a Phone Call

3. Locate a Phone Number

D. Others' opinions

SEMESTER TWO:

III. Practical Living Skills

A. Obtaining Information

1. Directories and Guides
2. Forms and Applications
3. Schedules and Maps

B. Money Management

1. Counting Money
2. Making Change
3. Budgets

C. Mobility

1. School Grounds
2. Public Transportation
3. Planning an Itinerary

D. Home Management

1. Cooking
2. Cleaning
3. Laundry
4. Calendar and Planning

E. Recreation and Leisure

1. Restaurant
2. Movies
3. Newspaper

Instructional Methods:

Teacher presentation

1:1 instruction

Small group instruction

Class discussion

Questioning techniques

Hands on activities

Group discussion

Role play

Practical functional learning

Community exploration

Community training

Assessment Methods:

Student performance

Teacher observation

Teacher data

Task analysis

IEP goals and objectives

Quizzes and tests

Criterion tests

THIS COURSE WILL PREPARE STUDENTS FOR THE CAPA EXAM AND / OR THE FCUSD EXIT EXAMS

English-Language Arts

History-Social Science

Moderate-Severe Physical Education

Moderate-Severe Health and Knowledge

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

English-Language Arts Standards:

Reading/Word Analysis	1.4, 1.5, 1.6
Reading/Reading Comprehension	2.3, 2.4
Listening and Speaking Strategies	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7
Listening and Speaking Applications	5.1, 5.2

History-Social Science Standards:

Civics	1.1, 1.2, 1.3, 1.4
Economics	2.1

Moderate-Severe Physical Education Standards:

Movement/Mobility	2.5
Recreation/Leisure/Sportsmanship	4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Moderate-Severe Health and Knowledge Standards:

Interpersonal Relationships	1.1, 1.2, 1.3, 1.4, 1.5
Positive Health Behaviors	2.1, 2.2, 2.3, 2.4, 2.5
Personal Safety	3.1, 3.2, 3.3, 3.4, 3.5

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

Self-Directed Learners: The students will advocate for themselves and make appropriate choices in order to become productive and contributing members of society.

Effective Communicators: The students will express needs, wants and questions to the best of their abilities. The will be active listeners.

Quality Producers: The students will understand the importance of neat and organized work. They will understand the importance of always trying their hardest at whatever they do.

Constructive Thinkers: The students will identify a problem, make a list of possible strategies and one by one try the strategies until they have effectively solved the problem.

Collaborative Workers: The students will effectively work with peers, classmates and co-workers toward a common goal.

Responsible Citizens: The students will develop a better understanding of themselves and the world around them and the impact they have on their social and natural environment. They will accept consequences for their actions and understand their role in the learning process.