

## SPECIAL EDUCATION DEPARTMENT

**CONTENT MISSION STATEMENT:** The purpose of Bettendorf High School's Special Education program is to empower our students to develop the life skills necessary to enjoy a comfortable quality of life and become successful, productive citizens.

### ACADEMIC DEVELOPMENT LAB COURSE OFFERINGS

#### **ADVANCED SUCCESS SKILLS**

**0803B5**

**GRADES: 11-12**

**\*PREREQUISITE: MUST HAVE ACTIVE IEP  
ELECTIVE**

**.5 CREDIT/1 TERM**

Advanced Success Skills is designed to provide instruction for meeting the needs of students with IEPs to prepare for the transition to postsecondary education. Topics covered include: college applications, ACT/other admittance tests prep, college major/program exploration, financial aid paperwork, study and organizational skills, and other assistance based on individual post-secondary expectations.

#### Benchmarks

The students will:

- communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.
- demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals;
- demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.
- demonstrate productivity and accountability by meeting high expectations.

#### **ADL MATH Skinny**

**0804B1/0804B2**

**GRADES: 11-12**

**\*PREREQUISITE: MUST HAVE ACTIVE IEP  
ELECTIVE**

**.5 CREDIT/2 TERMS**

Math ADL is designed to provide students with an IEP math goal specific time to focus on that goal. Through a review and/or re-teaching of the standards addressed in previous and/or current math courses, students will focus on mathematical concepts needed for both IEP goal development and success in future math courses.

#### Benchmarks

The students will:

- work with radicals and integer exponents.
- understand the connections between proportional relationships, lines, and linear equations.
- analyze and solve linear equations and pairs of simultaneous linear equations.
- define, evaluate, and compare functions.
- use functions to model relationships between quantities.
- extend the properties of exponents to rational exponents.
- reason quantitatively and use units to solve problems.
- work on current IEP Math Goals
- review/reteach of math concepts from previous math classes

#### **ADL READING Skinny**

**0803B2/0803B3**

**GRADES: 11-12**

**\*PREREQUISITE: MUST HAVE ACTIVE IEP  
ELECTIVE**

**.5 CREDIT/2 TERMS**

ADL Reading is designed to provide direct instruction in decoding, phonemic awareness, reading comprehension, fluency, and vocabulary. Students will focus on seven active reading strategies including connect, question, predict, visualize, infer, clarify, and evaluate. Instruction is tailored to fit each student's individual needs and IEP goals. Students must have and active IEP and a reading goal.

#### Benchmarks

The students will:

- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- work on current IEP reading goals.

**SOCIAL INTERACTION I**

**2806H1**

**GRADES 9-12**

**PREREQUISITE: NONE**

**.5 CREDIT/1 TERMS**

This class strives to improve the student's self-concept and their ability to get along with peers and adults in school, at home, in the community, and on the job. This fulfills a Social Studies elective credit.

Benchmarks:

The student will:

- demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.
- use interpersonal skills to influence and guide others toward a goal
- leverage the strengths of others to accomplish a common goal
- demonstrate integrity and ethical behavior
- communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.
- use all the appropriate principles of communication effectively
- use different perspectives to increase innovation and the quality of work
- work appropriately and productively with others

**SPECIAL P.E.**

**2316H1**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERM**

This class is designed for those students who need adaptive curriculum in the physical, social and/or mental disability areas. Their disabilities limit their ability to perform in a general education P.E. class. The class would provide students with information about the benefits of exercise and leisure activities. It will incorporate exercises and activities designed to improve and strengthen their cardio, range of motion and coordination.

Benchmarks

The students will:

- achieve and maintain a health-enhancing level of physical activity
- engage in activities to maintain appropriate levels of cardiovascular endurance, muscular, strength/flexibility, and body composition.
- practice preventive health behaviors.
- engage in appropriate stress-management strategies that enhance health.
- engage in behaviors that promote risk avoidance.

This course is designed for students who need prerequisite skills before entering Pre-Algebra or Algebra 1. Students will learn basic concepts necessary for successful completion of Pre-Algebra/Algebra 1. Concepts include operations with whole numbers, estimating with whole numbers, factors and multiples, fractions, geometry and measurement and data and statistics. As the course progresses the following concepts, which align to the current Pre-Algebra course will be learned: operations with positive rational numbers, converting fractions, decimals, and percents, locate fractions, decimal numbers and percents on a number line, correct placement of the decimal point, word problems with fractions and mixed numbers, properties of integers and operations with integers.

Students will learn basic concepts necessary for successful completion of Pre-Algebra/Algebra 1. Concepts include:

- operations with whole numbers
- estimating with whole numbers
- factors and multiples, fractions
- geometry and measurement and data and statistics

As the course progresses the following concepts, which align to the current Pre-Algebra course will be learned:

- operations with positive rational numbers
- converting fractions, decimals, and percents
- locate fractions, decimal numbers and percents on a number line
- correct placement of the decimal point,
- word problems with fractions and mixed numbers
- properties of integers
- operations with integers
- data and probability
- geometry and measurement.

### **BEHAVIOR DISORDERS PROGRAM COURSE SELECTIONS**

The Behavioral Disorders Program can provide a highly structured setting with a low student-to-teacher ratio for those having significant behavioral difficulties in school. These behavior problems can interfere with their learning processes, interpersonal relationships, and/or emotional growth. The program can also offer minimal support for students whose behavioral concerns are not as significant.

Student schedules vary according to their individual needs. Some may be in self-contained classes two periods a day due to severe behavioral, emotional, and/or academic difficulties. Others may be serviced minimally by attending resourced classes taught by both general education and special education teachers. A combination of self-contained, resourced, and general education classes can occur depending on individual needs. It is encouraged that all students in the Behavioral Disorder Program enroll in the Social Interaction class offered by the staff. Goals and objectives for this course are listed below.

The Behavioral Disorders teachers monitor each student's progress. If a student shows positive growth during a semester, the teacher may recommend a less restrictive program be implemented for the following semester. Students may also receive individual or group counseling from the AEA social worker, school psychologist, and/or the out of class instructor (OCI).

#### **TRACK ENGLISH 9**

**\*PREREQUISITE: NONE**

**1001T5**

**GRADES: 9-10  
1 CREDIT/2 TERMS**

English I teaches the process of writing through grammar, spelling, and vocabulary development. This course also focuses on improving communication skills through listening, speaking, reading, and writing. This English course meets one of the four graduation requirements in Language Arts.

#### **Benchmarks**

The students will:

- use a variety of strategies and skills to comprehend and interpret complex literature.
- read with fluency silently and aloud to support comprehension.
- use a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text.
- participate in a variety of communication situations.

- use an effective writing process.
- write on demand.
- adhere to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style.
- incorporate technology as a tool to enhance writing.

**TRACK ENGLISH 10**

**1003T5**

**GRADES: 11-12**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

English II reads and analyzes literature through short stories, poems, and novels. Writing skills are also emphasized through spelling, vocabulary, and writing development. This fulfills one of the four Language Arts requirements.

**Benchmarks**

The students will:

- use a variety of strategies and skills to comprehend and interpret complex literature.
- read with fluency silently and aloud to support comprehension.
- use a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text.
- participate in a variety of communication situations.
- use an effective writing process.
- write on demand.
- adhere to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style.
- incorporate technology as a tool to enhance writing.

**TRACK ENGLISH LITERATURE**

**1006T5**

**GRADES: 11-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERMS**

This course is designed to help students develop adequate skills in the area of reading so they are able to successfully read for scholarly reasons and enjoyment. While developing reading skills, students will read and analyze several short stories and novels. In addition, students will be responsible for developing and increasing time management skills. This class would count as the Literature credit for Language Arts.

**Benchmarks**

The students will:

- read a novel of choice to encourage lifelong reading.
- recognize the relationship between literature and personal experience.
- develop the technical skills necessary to read in the content areas.
- practice reading skills with fictional reading materials.
- demonstrate the ability to read for main ideas and to improve comprehension.
- develop and demonstrate time management skills.

**TRACK ENGLISH WRITING**

**1007T5**

**GRADES: 11-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERMS**

This course is designed to help students in the area of writing so they have the necessary skills to be adequate writers for their academic and employment purposes. The course will provide students experience with many styles of writing, such as personal and academic writing, as well as writing and illustrating a storybook. Skills of writing that will be emphasized include: developing ideas, using complete thoughts, and using correct capitalization, punctuation, and spelling. Reading and responding to the writing of peers is also required. Having basic skills in word processing is helpful. This class would count as the Writing credit for Language Arts.

**Benchmarks**

The students will:

- express thoughts clearly in different types of writing.
- improve writing skills by developing ideas, using complete thoughts, and using correct capitalization, punctuation, and spelling.
- read and respond to other student writing.

**TRACK SPEECH**

**1083T5**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 CREDIT/1 TERMS**

Speech is designed to help students become more confident, overcome speaking anxieties, develop organization skills to speak in public, and become more aware of a wide range of people, personalities, and cultures. Major units include informative speaking, interpretation, interviewing, persuasive speaking, in public forum debate.

#### Benchmarks

The students will:

- consider audience and variables in the speaking situation.
- use appropriate content and conventions for purpose, audience, occasion, and context.
- demonstrate control of delivery skills.
- produce a coherent message.

#### **TRACK MATH I**

**2031T5**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

Math I concentrates on the basic skills of addition, subtraction, division, multiplication, percentages, decimals, and fractions. It also focuses on understanding basic algebra concepts and reading and interpreting graphs. This course fulfills one of the three math requirements for graduation.

#### Benchmarks

The students will:

- understand, analyze, represent, and apply functions.
- understand and apply number operations and properties.
- understand and apply the mathematics of systematic counting.
- understand, analyze, solve, and apply equations and inequalities.
- understand, analyze, transform, and apply algebraic expressions.

#### **TRACK MATH II**

**2033T5**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

Math II reviews, maintains, and develops basic operational skills while practicing the application of these skills to everyday situations. This course fulfills one of the three math requirements for graduation.

#### Benchmarks

The students will:

- understand, analyze, approximate, and interpret rate of change.
- understands and interprets descriptive statistics.
- understand and apply number operations and properties.
- understand and apply some basic mathematics of decision making in a democratic society.
- understand and apply some basic mathematics of information processing and the Internet.

#### **TRACK MATH III**

**2035T5**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**1 CREDIT/2 TERMS**

Track Math III continues to review, build, and introduce new concepts in helping students develop the necessary skills needed in their everyday lives. This class will also focus on developing adequate skills in the area of budgeting, planning, and saving money. In addition, the course helps students develop multiple strategies to solve problems and to recognize the connections between concepts. This course fulfills one of the three math requirements for graduation.

#### Benchmarks

The students will:

- collect and analyze data and make predictions based on the trend of the data.
- understand and apply number operations and properties.
- understand and apply some basic mathematics of decision making in a democratic society.
- understand and apply some basic mathematics of information processing and the Internet

**TRACK SCIENCE I - BIOLOGY**  
**\*PREREQUISITE: NONE**

**1711T5**

**GRADES: 9-10**  
**.5 CREDIT/1 TERM**

This course covers the major areas of biology ( cells, genetics, change over time, kingdoms, and humans). Individual and group experiences, audiovisual aids, activities and projects are utilized in a structured environment to teach this biology course. This course will satisfy the biology graduation requirement.

STANDARDS: NGSS High School Life Science: 4-1, 4-2, 4-3, 4-4, 4-5, 2-1, 2-2, 2-4, 2-6 & 2-8 NGSS High School Engineering and Technology Standards: 1-1, 1-2, 1-3 & 1-4

**TRACK SCIENCE I – EARTH & SPACE**  
**\*PREREQUISITE: NONE**

**1712T5**

**GRADES: 9-12**  
**.5 CREDIT/1 TERM**

This course covers topics in astronomy and geology.. Students will focus on constructing explanations and developing models using mathematical computation and empirical evidence. Students will emphasize applying scientific reasoning to explanations and models of earth and space systems and how they are connected.

STANDARDS: NGSS High School Earth and Space Science: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-8, 2-1 & 2-3  
NGSS High School Engineering and Technology: 1-1, 1-2, 1-3, & 1-4

**TRACK SCIENCE II- CHEMISTRY**  
**\*PREREQUISITE: ALGEBRA I**

**1703T5**

**GRADES: 10-12**  
**.5 CREDIT/1 TERM**

This course assesses standards dealing with phases of matter, energy, periodic trends, chemical reactions and atomic structure.

STANDARDS: NGSS High School Physical Science Standards: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 2-6, 3-1, 3-2 & 3-4  
NGSS High School Engineering and Technology Standards: 1-1, 1-2, 1-3, & 1-4

**TRACK SCIENCE II- SCIENCE II ENVIRONMENTAL**  
**\*PREREQUISITE: NONE**

**1704T5**

**GRADES: 10-12**  
**.5 CREDIT/1 TERM**

This course deals with impacts of change on our environment. Students will develop mathematical models and form solutions to environmental issues. Students will plan and conduct at least one investigation into an environmental issue using their models. Students will evaluate arguments about what impacts certain actions have on the environment.

STANDARDS: High School Earth Science Standards: 2-2, 2-4, 2-5, 2-6, 2-7, 3-1, 3-2, 3-3, 3-4, 3-5 & 3-6 High School Life Science Standard: 2-7  
High School Engineering and Technology Standards: 1-1, 1-2, 1-3, & 1-4

**TRACK SCIENCE III – BIOLOGY II**  
**\*PREREQUISITE: TRACK SCIENCE II**

**1701T5**

**GRADES: 11-12**  
**.5 CREDIT/1 TERM**

This course will focus on several of the major topics covered in Earth Science. The five main units of study are: geology, rocks and minerals, Earth history, meteorology and astronomy. The geology units focus on how Earth changes through time and students will study the composition of Earth through a variety of rocks and minerals. The meteorology unit studies Earth’s global wind and climate systems along with weather events and forecasting. The astronomy unit focuses on stars and galaxies, the Sun and Earth’s place in the solar system and universe.

Benchmarks

The students will:

- understands and applies knowledge of energy in the earth system
- understands and applies knowledge of the origin and evolution of the earth system.
- understands and applies knowledge of the origin and evolution of the universe

**TRACK SCIENCE III – PHYSICS**  
**\*PREREQUISITE: NONE**

**1702T5**

**GRADES: 11-12**  
**.5 CREDIT/1 TERM**

This course will focus on forces of gravity, electricity and magnetism and how they impact motion and collisions involved in linear motion. Ideas of momentum and mechanical energy will be applied to motions and collisions. Students will also investigate physics principles that are required to understand how a cell phone allows near instantaneous communication across the globe. Students will apply mathematical models to design, refine and evaluate investigations and arguments in science.

STANDARDS: NGSS High School Physical Science Standards: 2-1, 2-2, 2-3, 2-4, 2-5, 3-3, 3-5, 4-2, 4-3, 4-4 & 4-5  
NGSS High School Engineering and Technology Standards: 1-1, 1-2, 1-3, & 1-4

**TRACK SOCIAL STUDIES - ECONOMICS**  
**\*PREREQUISITE: NONE**

**GRADES: 9-12**  
**.5 CREDIT/1 TERM**

This course provides students with a basic knowledge and understanding of the economic factors which will be encountered during their lifetime. Economic fundamentals will benefit the students by expanding their understanding of economic and political decisions made by our governments.

**Benchmarks**

The students will:

- understand the function of common financial instruments.
- understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives.
- understand the functions of economic institutions.
- understand how governments throughout the world influence economic behavior.
- understand how universal economic concepts present themselves in various types of economies throughout the world.
- understand the local, state, regional, national, and international factors that create patterns of interdependence in the global economy.
- understand the impact of advancing technologies on the global economy.

**TRACK SOCIAL STUDIES - PSYCHOLOGY**  
**\*PREREQUISITE: NONE**

**2706T5**

**GRADES: 9-12**  
**.5 CREDIT/1 TERM**

This course provides an introduction to the discipline of psychology by studying the dynamics of human behavior and mental processes. The main topics of investigation include: psychological research methods, cognitive processes (thinking, memory), biological basis of behavior, learning (classical conditioning, reinforcement/punishment, social), and personality. Students will be expected to perform and participate in experiments and small group work, do outside reading and research, participate in discussions, and exhibit sensitivity for the feelings, values and personal worth of all class members. Students will become more adept at viewing their own behavior realistically and will attain a higher level of self-acceptance and self confidence.

**Benchmarks**

The students will:

- understand the types and appropriate uses of the research procedures of behavioral scientists, and complete a model of psychological research.
- understand that people might ignore evidence that challenges their beliefs and more readily accept evidence that supports them.
- understand that personal values influence the types of conclusions people make.
- understand the major components of classical and operant conditioning.
- understand the processes of how humans learn and identify factors that influence learning efficiency and memory.
- understand the behavioral and cognitive tendencies that are influenced by biological structures.
- understand the factors that shape personality and identity.
- understand the development of psychology as a science.
- understand that differences in the behavior of individuals arise from the interaction of heredity and experience.
- understand how ideas and modes of inquiry drawn from psychology aid in the examination of persistent issues and social problems.

**TRACK SOCIAL STUDIES I AMERICAN HISTORY**  
**\*PREREQUISITE: NONE**

**2721T5**

**GRADES: 9-10**  
**1 CREDIT/2 TERMS**

This course provides a survey of American History from 1890 to the present, building a background of information in the following concept areas: a study of the history and diversity of our population, the U.S foreign policy, and the study of geographical characteristics as they apply to the progress

of the United States. Extensive research, reading, and writing are essential to success in this course. This course requires more in-depth study of the curriculum. Students are expected to be able to peer coach, complete independent research, and work cooperatively in small and large groups. Students' public speaking skills are regularly challenged through presentations, organized debate situations, and general public speaking activities. Further, students' work to continually strengthen the ability to work independently and polish skills using technology.

#### Benchmarks

The students will:

- relate a variety of American History events to his/her own situation and identify how this knowledge will affect future decisions and career choices.
- define key words as they relate to American History.
- show cause and effect relationships by drawing logical inferences from factual information.
- use resource materials to locate and process information in written and oral form.
- differentiate between facts and opinions.
- recognize and describe key concepts in American History.
- recognize differences between subcultures in American History and how they impact the future.
- understand the responsibilities a citizen must demonstrate to be a productive member of society.

Anchor Standards 2016:

- o Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- o Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- o Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- o Assess the extent to which the reasoning and evidence in a text support the author's claims.
- o Draw evidence from informational texts to support analysis, reflection, and research.

#### **TRACK SOCIAL STUDIES II WORLD HISTORY**

**2704T5**

**GRADES: 9-12**

**1 CREDIT/2 TERMS**

**\*PREREQUISITE: NONE**

World History is a survey course designed to study the development of Western Civilization. This course is global in scope and multi-cultural in nature. Students are involved in the study of geographic characteristics, race, ethnic grouping, religious influences, economic conditions, political systems and conflict as applicable to European and Non-European cultural development. Emphasis is placed on a better understanding of current events through knowledge of this subject matter. Independent research with oral and written outcomes is required of all students.

#### Benchmarks

The students will:

- relate world cultures to their own life style and identify how this will affect future decisions.
- recognize global diversity to internalize multicultural and non-sexist concepts.
- utilize reference materials to locate, process, and communicate concrete or abstract information.
- identify and define key terms relating to this course.
- show importance of technology in the development and preservation of the world.
- describe resource distribution and use on a global scale and compare the ecological, economic, social and political implications of this distribution.
- show cause/effect relationships by drawing logical inferences from factual information.

Anchor Standards 2017:

- o Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- o Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- o Write arguments focused on discipline-specific content.
- o Conduct a short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### **TRACK AMERICAN GOVERNMENT**

**2730T5**

**GRADES: 9-12**

**.5 CREDIT/1 TERMS**

**\*PREREQUISITE: NONE**

American Government examines the different levels of government in our country and the relationships between them as well as between different branches of government at the same level. This enables students to play a more intelligent role in their participation in our democratic republic. Additionally, they will have a better understanding of the political and social effects of government.

#### Benchmarks

The students will:



- understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
- understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism
- understand the purpose and function of each of the three branches of government established by the Constitution
- understand the differences among the complex levels of local, state and national government and their inherent, expressed and implied powers
- understand strategies for effective political action that impacts local, state and national governance
- understand how law and public policy are established at the local, state and national levels
- understand how various political systems throughout the world define the rights and responsibilities of the individual
- understand the role of the United States in current world affairs.

**TRACK P.E. Skinny** **2301T5** **GRADES: 9-12**  
**\*PREREQUISITE: NONE** **.5 CREDIT/1 TERMS**

This class is designed for those students who need adaptive curriculum in the physical, social and/or mental disability areas. Their disabilities limit their ability to perform in a general education P.E. class. The class would provide students with information about the benefits of exercise and leisure activities. This course will incorporate exercises and activities designed to improve and strengthen their cardio, range of motion and coordination.

**Benchmarks**

The students will:

- demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.
- demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

**TRACK HEALTH** **2302T5** **GRADES: 9-12**  
**\*PREREQUISITE: NONE** **.5 CREDIT/1 TERMS**

These class present students with information that will aid them in making wise decisions concerning their health and wellness. Instructional units include mental and emotional health, nutrition, substance abuse and non-abuse, abstinence and sexuality, disease prevention, sexual harassment, and other miscellaneous health related topics. Class activities such as reading, lectures, discussions, small group activities, role-playing, guest speakers, and audiovisual materials will be utilized to assist students in setting goals for health and wellness.

**Benchmarks**

The students will:

- demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.
- synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.
- apply critical literacy/thinking skills related to personal, family and community wellness.
- use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others.
- demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

**TRACK SOCIAL INTERACTION I** **2801T5** **GRADES: 9-12**  
**\*PREREQUISITE: NONE** **.5 CREDIT/1 TERM**

Social Interaction I strives to improve the student's self-concept and their ability to get along with peers and adults in school, at home, in the community, and on the job. This fulfills a Social Studies elective credit.

**Benchmarks**

The students will:

- understand the influences on individual and group behavior and group decision making.
- understand how personality and agents of socialization impact the individual.
- understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
- demonstrate productivity and accountability by meeting high expectations.

**TRACK SOCIAL INTERACTION II** **2803T5** **GRADES: 9-12**  
**\*PREREQUISITE: NONE** **.5 CREDIT/1 TERM**

Students will investigate a variety of careers and learn decision-making skills that will assist them in making wise career choices. Students will also develop vocational skills needed to find and keep jobs. This fulfills a Social Studies elective credit.

#### Benchmarks

The students will:

- adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.
- demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.
- demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health.
- manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow.
- make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure.

## **FUNCTIONAL SKILLS PROGRAM COURSE SELECTIONS**

**CONTENT MISSION STATEMENT:** The self-contained Functional Skills Program is an all-inclusive program for students who are approaching independent or supervised adult living and who are placed in this program upon the recommendation of the staffing team. This is an all-inclusive program which teaches students to develop necessary life skills and it provides the vital education that students need to become responsible and productive community members.

Class schedules are adapted to individual educational needs and integration into other classes at Bettendorf High School may be considered as an option.

### **Iowa Core Standards: 21st Century Skills**

#### **Civic Literacy Skills**

- understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
- understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.

#### **Employability Skills**

- communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.
- adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.
- demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.
- demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.
- demonstrate productivity and accountability by meeting high expectations.

#### **Financial Literacy Skills:**

- demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health.
- manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow.
- make informed and responsible decisions about incurring and repaying debt to remain both credit worthy and financially secure.
- evaluate and identify appropriate risk management options, including types of insurance, non-insurance, and identity protection.
- assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long-term financial security with personal and entrepreneurial goals in a global market.
- understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior.

#### **Health Literacy Skills:**

- demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.

- synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.
- apply critical literacy/thinking skills related to personal, family and community wellness.
- use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others.
- demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

**Technology Literacy Skills:**

- demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- apply digital tools to gather, evaluate, and use information.
- demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions.
- understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- demonstrate a sound understanding of technology concepts, systems and operations.

**COMMUNITY MOBILITY AND RECREATION/LEISURE SKILLS**

**2799G1**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 - 2 CREDITS PER YEAR**

The purpose of systematic instruction in the activities of the Community Domain is to prepare students to access and use community environments as independently and competently as possible. This will allow them to participate in a variety of community activities that are utilized by non-disabled community members in order to meet their personal needs and to enjoy the level of quality of life experienced by their non-disabled peers.

**Benchmarks**

The students will:

- use appropriate skills for eating out in the community, such as reading menus, determine money needed with tax, order one's own food, proper eating etiquette, and paying one's own check.
- use appropriate shopping skills in grocery stores, discount stores, and stores in the mall.
- recognize and analyze safety and survival signs and words---exit, bus stop, restroom (men/women), and traffic signals.
- apply safety rules for street crossing, riding the city bus, or riding in a car or van.
- relate geographical locations in the community to personal needs.
- know proper use of elevators/escalators.
- know location/proper use of public services such as restrooms, employment agencies, dry cleaners, doctor/dentist offices, hair salons/barber shop, postal services, banks, and laundromats.
- follow rules-example: game playing, taking turns.
- make choices-example: snacks, sodas, activities, games, etc.
- apply the knowledge of rules for participation, sportsmanship, and safety in activities.
- act out and model problems and solutions for appropriate participation in activities.
- participate in social situations with peer groups using socially appropriate manners.
- participate in a variety of recreational activities such as bowling, roller skating, ice skating, dancing, ball games, swimming, playing pool, attending plays, playing volleyball, cross-country skiing, listening to music, going to movie theaters

Refer to Iowa Core Standards – Civic Literacy Skills above

**DOMESTIC LIVING AND SOCIAL SKILLS: SELF HELP**

**0513G0**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 - 2 CREDITS PER YEAR**

Domestic Living Skills teaches students the skills they will need to live on their own independently after high school. Instructional programming will focus on the development of domestic skills in the food preparation, personal care, and housekeeping areas. The student will: acquire skills which are necessary to meet the day-to-day needs of the students as an individual, as well as those which allow him/her to become a participating member of a functioning household.

**Benchmarks**

The students will:

- social Awareness and socially appropriate behaviors
- identify and use kitchen appliances and utensils for proper food preparation.
- have knowledge of and use proper nutrition and four basic food groups.
- plan meals, make grocery lists and prepare meals.
- use proper etiquette at mealtime.
- clean-up sanitation and food storage.
- use kitchen and household safety rules.
- use proper grooming and hygiene.
- demonstrate consumer skills in purchasing foods in the supermarket.
- identify decisions that can affect their health, for example: tobacco, alcohol, and other drug use.
- use household safety skills when performing housekeeping tasks.
- have knowledge of and use skills to perform cleaning tasks.
- have knowledge of and use proper clothing care skills, including laundering and mending.
- verbalize wants, needs, and feelings in structured and unstructured settings.
- use appropriate table talk.
- be able to give and accept compliments.
- use appropriate responses--example: good manners.

Refer to Iowa Core Standards – Health Literacy Skills above

#### **MATH ESSENTIALS**

**2012G1**

**GRADES: 9-12**

#### **(MONEY HANDLING AND TIME MANAGEMENT)**

**.5 - 2 CREDITS PER YEAR**

**\*PREREQUISITE: NONE**

This course will teach students to make purchases such as shopping for and buying their own groceries, paying for their own clothing purchases, paying for food they eat at restaurants, and purchasing gifts, snacks, etc. The students will learn to determine whether he/she has enough funds to pay for his/her purchase and learn to count out proper amount of money to store clerks. Students will also learn to figure amount of money to expect in return. This course will also assist students in understanding, predicting, and preparing for events that occur in their lives. Students will learn to interpret clocks and watches to predict and prepare for upcoming transitions and activities.

#### **Benchmarks**

The students will:

- count money.
- determine price of desired items, including tax.
- determine affordability--does he/she have enough money to purchase desired item/items.
- give clerk/waitress the amount of purchase--rounding up to the next highest bill.
- determine approximate amount of change one should expect in return.
- interpret clocks and watches to tell time to the hour, half hour, quarter hour, 45 min. past the hour, 5 min. before and past the hour, and to the minute.
- interpret digital time pieces.
- use environmental cues to signal routine activities.
- use picture/symbol schedules (calendars) to manage hourly, daily, weekly, monthly, and yearly activities.
- use basic math skills including addition, subtraction and multiplication.

Refer to Iowa Core Standards – Financial Literacy Skills above

#### **SCIENCE ESSENTIALS**

**1701G1**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 - 2 CREDITS PER YEAR**

This course will teach students to teach core science skills from 9-12th grade curriculum. Skills will be focused in the areas of: Scientific Inquiry, Life Science, Earth/Space Science, Physical Science. Students will be taught Health skills such as Proper Nutrition and Exercise, Sex Education, Personal Hygiene and First Aid.

#### **Benchmarks**

The students will:

- understand and apply skills using scientific inquiry

- understand concepts and relationships in life science
- understand concepts and relationship in Earth/Space Science
- understand concepts and relationships in Physical Science.
- understand the role of nutrients and importance of healthy diet and exercise
- identify the function of male/female reproductive system
- identify, maintain and develop self-confidence/self esteem
- demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
- have knowledge of health issues for one's personal care, including sex education.

Refer to Iowa Core Standards – Financial Literacy Skills above

**ENGLISH ESSENTIALS**

**1001G1**

**GRADES: 9-12**

**\*PREREQUISITE: NONE**

**.5 - 2 CREDITS PER YEAR**

The ability to read and write increases a student's independence within each of the instructional domains within the functional curriculum. Performance of domestic, community, vocational, and leisure activities is enhanced when a student has developed basic functional reading and writing competency. Students in this course will be taught to read to gain information, read and write to complete tasks, read and write for leisure, and read and write to locate and maintain a job.

Iowa Core Standards Benchmarks

The student will:

- use an effective writing process.
- use knowledge of purpose, audience, format, and medium in developing written communication.
- apply writing skills and strategies to effectively communicate in a variety of genres with various audiences.
- use writing as a tool for learning.
- engage in the information literacy process: access, evaluate, and communicate information and ideas.
- write on demand.
- adhere to conventions generally established in spelling, punctuation, grammar, usage, syntax, and style.
- incorporate technology as a tool to enhance writing.
- independently read a significant number of books and texts each year. This reading should include both fiction and nonfiction in a variety of genres.
- read for a variety of purposes and across content areas.
- use a variety of skills and strategies to comprehend complex nonfiction and informational text.
- use a variety of strategies and skills to comprehend and interpret complex literature.
- read with fluency silently and aloud to support comprehension.
- use a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text.

Benchmarks

The students will:

- read and interpret signs.
- locate programs in the television guide.
- read the sports page or the weather report in the newspaper.
- read recipes and follow directions.
- write and use a shopping list.
- find a telephone number in the directory.
- write a phone message.
- write a check to make a purchase.
- read movie listings in the newspaper.
- select and read a book or magazine.
- follow directions for a card or board game.
- write a thank you note.
- read the want ads in the newspaper to locate possible places of employment.
- locate the appropriate bus line.
- choose a snack from a vending machine.

**JOB TRANSITION SKILLS****1799G0****GRADES: 9-12****\*PREREQUISITE: NONE****.5-2 CREDITS PER YEAR**

The purpose of systematic instruction in the activities of this domain is to increase the likelihood of students obtaining employment (sheltered or non-sheltered) and functioning as contributing adults within our society. Consistent and repeated instruction must be provided from an early age through graduation in order to meet these outcomes. Students will be involved daily in vocational experiences. Training at community vocational sites and school campus sites will be a regular part of these experiences. These work sites will serve as training environments to develop and reinforce work skills, attitudes, and behaviors and provide evaluative information pertinent to future vocational planning.

**Benchmarks**

The students will:

- learn how to talk to employers.
- self-advocate interest, needs, and desires.
- follow directions in work related skills and request assistance when needed.
- initiate appropriate interactions.
- follow sequence to complete job tasks.
- apply knowledge of rules for safety and proper use of equipment.
- classify by color, size, and shape.
- compare measurements height, length, size, money, and time.
- demonstrate safety and proper use of equipment.
- use appropriate work related skills, follow work rules and policies, have good social awareness on the job, have appropriate work endurance, use appropriate personal care, use good time management skills, use good money management skills, and produce quality work.
- apply job seeking skills, such as filling out job applications, using proper interviewing skills, and applying job awareness skills.
- learn to handle money, paychecks, savings and budgeting.

**JOBS AND CHOICES****1605G1****GRADES: 9-12****\*PREREQUISITE: NONE****.5 CREDIT/1 TERM****ELECTIVE**

Jobs and Choices encourages active participation in career exploration within the Quad City Community. This class is the first course in the vocational/transitional curriculum including Living Learning Working-Transition and Daily Living Skills.

**Benchmarks**

The students will:

- develop awareness of vocational career opportunities for future employment.
- explore various career opportunities in the community.
- experience guest lectures in the classroom.
- write and type a resume.
- identify skills, interests, and personal qualities that would help in certain jobs.
- explain how to be a good listener.
- develop and type a cover letter for applying for a job.
- utilize computer technology and software in preparing written work.
- perform work without oversight
- use time efficiently to manage workload
- deliver quality job performance on time

**DAILY LIVING SKILLS****0503B1****GRADES: 9-12****\*PREREQUISITE: NONE****.5 CREDIT/1 TERM****ELECTIVE**

Daily Living Skills addresses the development of everyday living skills as the student approaches adult life. Seven areas of independent living are addressed: getting to know yourself, setting goals, banking your money, managing your money, being a wise consumer, using credit wisely, and finding housing.

**Benchmarks**

The students will:

- describe their appearance, interests, and skills.
- learn decision making skills.
- explain the importance of having goals and how to meet them.
- explain banking skills to include opening and using different accounts.
- explain making budgets and managing money.
- describe benefits and pitfalls of credit card use.
- explain steps required to find, rent and furnish an apartment.
- use all of the appropriate principles of communication effectively
- adapt to varied roles, responsibilities, and expectations
- use interpersonal skills to influence and guide others toward a goal

**PRACTICAL LIVING**

**0513B1**

**GRADES:11-12**

**.5 CREDIT/1 TERM**

**\*PREREQUISITE: NONE**

**ELECTIVE**

Practical Living addresses the development of everyday living skills as the student approaches adult life. Seven areas of independent living are addressed: getting to know yourself, setting goals, banking your money, managing your money, being a wise consumer, using credit wisely, and finding housing.

**Benchmarks**

The students will:

- describe their appearance, interests, and skills.
- learn decision making skills.
- explain the importance of having goals and how to meet them.
- explain banking skills to include opening and using different accounts.
- explain making budgets and managing money.
- describe benefits and pitfalls of credit card use.
- explain steps required to find, rent and furnish an apartment.
- use all of the appropriate principles of communication effectively
- adapt to varied roles, responsibilities, and expectations
- use interpersonal skills to influence and guide others toward a goal

**WORK EXPERIENCE PROGRAM COURSE SELECTIONS**

**CONTENT MISSION STATEMENT:** The Work Experience Program focuses on teaching rudimentary job habits and workplace expectations to juniors and seniors from the special education program. Analysis of on-the-job experiences can assist students to become employable and/or make them eligible for other training programs. Individual instruction with CHOICES vocational software provides up-to-date information and teaches students how to develop a career plan. We also try to assist with job placement but the expectation should not be for us to perform as a Workforce Center in terms of teaching specific vocational skills or being a job placement agency.

**Content Standards**

The students will:

1. identify principles, procedures, purposes, and regulations of the experience program.
2. demonstrate interpersonal skills required for working with and for others.
3. describe the educational requirements of various occupations.
4. demonstrate knowledge of classification systems that categorize occupations and industries.
5. describe the skills/aptitudes needed to qualify for desired post secondary education and training.
6. develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

(The above goals reference standards from: The National Career Development Standards (NCD) and the Iowa Association of Business and Industry (ABI) 13 Necessary Skills)

**JOB SKILLS 1**

**1603B1**

**GRADES: 10-12**

**.5 - 1 CREDIT/2 TERMS**

**\*PREREQUISITE: NONE**

This course teaches job seeking and job keeping skills in addition to interest and aptitude exploration.

#### Benchmarks

The students will:

- list various reasons for working.
- list sources for job leads or career information and learn how to fill out an application and practice interviewing skills.
- list ways to make a good impression at work and list positive attitude traits.
- list main reasons people lose a job.
- learn how to get along with others in the workplace and describe ways to handle problems while at work.
- name two career areas that match their own interests.
- identify places where vocational training is available.
- describe paycheck deductions and what they are used for and list benefits they receive by paying taxes.

#### **JOB SKILLS 2**

**1604B1**

**GRADES: 10-12**

**\*PREREQUISITE:**

**JOB SKILLS 1**

**.5 - 1 CREDIT/2 TERMS**

This course builds and elaborates on benchmarks found in Job Skills 1. This class prepares students to find and maintain meaningful employment during or after high school. Recommended for all students who are looking to get into a Vocational class during their junior or senior year of high school.

#### Benchmarks

The students will:

- create a resume
- create a cover letter
- refine Skype Interviewing
- refine Interviewing skills
- create a thank you letter
- work on mastering job application skills
- networking
- learn how to leave a job
- learn about Job Placement groups Job Corps, Career Connections, River Side Staffing,
- learn about Unemployment Resources
- learn how to set working goals
- learn about employee rights
- learn about job benefits
- become familiar with jobs available to them in the community

#### **COSMETOLOGY**

**0605B1**

**GRADES: 10-12**

**\*PREREQUISITE:**

**NONE**

**.5 - 1 CREDIT/2 TERMS**

This is an elective exploratory course whose purpose is to test the student's aptitude and interest in the field of Cosmetology. Bus transportation is provided to and from the training site. This course meets one block every day for one semester. One-half credit can be earned each term (maximum of one credit).

#### Benchmarks

The students will:

- demonstrate the ability to shampoo another student's hair properly.
- demonstrate the ability to blow dry another student's hair properly.
- demonstrate the ability to iron curl another student's hair properly.
- demonstrate the ability to manicure another student's nails properly.
- demonstrate the ability to braid another student's hair properly.
- demonstrate the ability to recondition another student's hair properly.

#### **VOCATIONAL PRACTICUM I**

**0297B1**

**GRADE: 11-12**

**\*PREREQUISITES: NONE**

**.5 - 2 CREDITS/1-4 TERMS**



This course will have students build on their skills learned in Job Skills 1 and 2 by allowing students to reach out to employers using their current set of job earning skills. Students who gain employment will be expected to work sixty-plus hours over a quarter to earn a .5 elective credit. All senior students will have the ability leave school during an off period to work a job and earn elective credit. Students that are not seniors will be enrolled in this class if there job meets after school hours. Jobs will be monitored through evaluations from the Special Education Work Coordinator.

#### Benchmarks

In order to receive credit the students must complete all items on each term contract.

The students will:

- document 60 hours of work per term
- receive a passing grade from employer evaluations
- conference with the work coordinator on a timely basis
- provide required identification
- sign a work agreement with the school and employer

### **VOCATIONAL PRACTICUM II**

**0297B5**

**GRADE: 12**

**\*PREREQUISITES: Vocational Practicum I**

**.5 - 2 CREDITS/1-4 TERMS**

This course will have students build on their skills learned in Job Skills 1 and 2 by allowing students to reach out to employers using their current set of job earning skills. Students who gain employment will be expected to work sixty-plus hours over a quarter to earn a .5 elective credit. All senior students will have the ability leave school during an off period to work a job and earn elective credit. Students that are not seniors will be enrolled in this class if there job meets after school hours. Jobs will be monitored through evaluations from the Special Education Work Coordinator.

#### Benchmarks

In order to receive credit the students must complete all items on each term contract.

The students will:

- document 60 hours of work per term
- receive a passing grade from employer evaluations
- conference with the work coordinator on a timely basis
- provide required identification
- sign a work agreement with the school and employer

### **VOCATIONAL PRACTICUM III**

**0297B9**

**GRADE: EXTENDED YEARS**

**\*PREREQUISITES: 4 terms of Vocational Practicum**

**.5-2 CREDITS/1-4 TERMS**

This course will have students build on their skills learned in Job Skills 1 and 2 by allowing students to reach out to employers using their current set of job earning skills. Students who gain employment will be expected to work sixty-plus hours over a quarter to earn a .5 elective credit. All senior students will have the ability leave school during an off period to work a job and earn elective credit. Students that are not seniors will be enrolled in this class if there job meets after school hours. Jobs will be monitored through evaluations from the Special Education Work Coordinator.

#### Benchmarks

In order to receive credit the students must complete all items on each term contract.

The students will:

- document 60 hours of work per term
- receive a passing grade from employer evaluations
- conference with the work coordinator on a timely basis
- provide required identification
- sign a work agreement with the school and employer
- register with community agencies that facilitate the student's career plan.