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## DUBUQUE SENIOR HIGH SCHOOL COURSE SYLLABUS PERSONAL LEARNING PROGRAM (PLP) ALL SECTIONS

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### **Course Descriptions**

Students in the Personal Learning Program will be involved in mobility opportunities using the Mobility Opportunities via Education (MOVE) curriculum. Academics will follow the Unique Learning System for all academic content. It is an online, standards-based curriculum specifically designed for special learners. This is an integrated curriculum that involved students participating in communication, vocational, daily living, recreation/leisure, functional academics, and community functioning activities as they develop their motor skills.

### **Learning Targets:**

#### Mobility skills

- I can walk distances in my school and community.
- I can walk short distances of 10-20 feet.
- I can walk backwards 3-5 steps.
- I can walk up and down 3-5 steps.
- I can sit in a classroom chair for at least 30 minutes.
- I can stand in one place for a couple minutes.
- I can transition from sit to stand and stand to sit.
- I can hold my head in an upright midline position.

#### Communication

- I can communicate a 2-3 word request with a communication partner.
- I can communicate a 1 word request with a communication partner.
- I can communicate using a gesture or vocalization to obtain a desired want.
- I can communicate a want when given a choice from 2-3 pictures, signs, or objects.
- I can communicate a desire to stop or start an activity using gestures, affect, or body movements.
- I can initiate a request by gaining the attention of a communication partner.
- I can greet someone or respond to a greeting.

#### Vocation skills

- I can complete a routine of three tasks.
- I can complete a vocational task (sort, packaging, assembly) independently.
- I can complete a reach, grasp, and release task independently.
- I can work cooperatively to complete a task.
- I can independently work a switch to shred paper.
- I can use a schedule to transition to the next activity,

#### Daily Living skills

- I can eat using a fork or spoon.
- I can drink using a cup or straw.
- I can put on or take off my coat.
- I can put dirty clothes in the laundry basket and put away clean clothes.
- I can participate in food preparation.
- I can complete the steps to use the toilet.
- I can wash my hands at the sink or with a washcloth.

#### Community skills

- I can purchase an item in a store/restaurant by handing the money to the cashier.
- I can put items where directed (shopping cart, conveyor belt, library counter).
- I can locate areas in the community using pictures and signs (restroom, cashier, deli).
- I can follow the expectations for the environment.
- I can ride in various modes of transportation by remaining seated and quiet.
- I can push a cart in the community or in school.

#### Recreation/Leisure skills

- I can use recreation/leisure time productively as an individual.
- I can participate in a group activity.
- I can perform action to participate in a physical activity.
- I can operate a recreation/leisure device with a microswitch.

#### Functional Academics skills

- I can recognize survival signs.
- I can answer simple questions using sign, yes/no, or pictures.
- I can recognize my printed name.
- I can recognize the difference between bills and coins.
- I can be a quiet participant during a lesson.

### **Instructional Strategies**

Instructional strategies that will be used in this course, but are not limited to are: direct instruction, active participation, presentation, cooperative learning, probing questions, questioning strategies, student projects, technology, note taking, and modeling.

### **Assessments**

**Summative** – Data will be taken daily for each student’s IEP goals.

**Formative** – Students in grades 9<sup>th</sup> through 11<sup>th</sup> will be assessed using the Dynamic Learning Map system four times a year. Students who take DLM assessments are instructed and assessed on Essential Elements (EEs). EEs are grade-level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. EEs are related to college- and career-readiness standards for students in the general population.

### **Grading**

Academic Assistance operates on a Pass/Fail basis, meaning you either pass...or you fail. A passing grade comprises of 75% of better for your overall percentage in the class.

### **Attendance and Tardy Policy**

Students are encouraged to be in class every day and arrive on time to school.

### **Office Hours**

If you would like to meet with me, please contact me first to be sure that I am expecting you and am prepared to answer your questions or concerns. My phone number is 563-552-5656. If I don’t return your call in 24 hours, please call the main office at 563-552-5500.

**The best way to contact me is email:**  
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