

# LOUISIANA

## CAREER DIPLOMA PATHWAY FOR STUDENTS ASSESSED ON LAA 1 Course Code Resource



This document serves as a resource for LEA administrators and high school staff on the applied course codes available for the Career Diploma pathway for students assessed on the LAA 1.

## SPECIAL EDUCATION COURSE CODES (MAY 2015)

COURSE	TYPES OF ACTIVITIES	COURSE CODE	CREDIT	CERTIFICATION REQUIREMENTS
<p><b><u>Applied Communication</u></b>            Instruction for students with complex communication needs designed to enhance their ability to communicate. Instruction should focus on building the capacity of the students to communicate effectively across environments, content areas, activities, and persons. As such, the instruction is delivered and progress is monitored in multiple contexts across the school day.</p> <p><b>NOTE:</b>            The Speech/Language Pathologist or other service provider could assist in the course development, implementation, and evaluation.</p>	<p>Instruction incorporating the use of augmentative or assistive technology supports in the context of authentic interactions</p> <p>Instruction which incorporates enhancements for both expressive and receptive communication needs of the student</p>	<p><b>500050</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>
<p><b><u>Applied English Language Arts</u></b>            Instruction in core ELA content as defined by ESEA for students participating in LEAP Alternate Assessment. Instruction may be integrated with other core content areas.</p> <p>A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multimodality in nature.</p>	<p>Experience grade level and age appropriate literature materials including poems, biographies, chapter books, fiction and non-fiction works that are adapted on the students reading level.</p> <p>Initiate and participate in grade and age-appropriate discussion on diverse topics to express an opinion, share ideas and information, and ask and respond to questions relevant to the topic.</p> <p>The course content reflects significant modification of the core curriculum to meet the individual needs of the student.</p> <p>Functional skills (e.g., self-help, self-advocacy skills) are taught as needed within the context of the general education curriculum.</p> <p>Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.</p>	<p><b>500051</b> Applied ELA I</p> <p><b>500056</b> Applied ELA II</p> <p><b>500057</b> Applied ELA III</p> <p><b>500058</b> Applied ELA IV</p>	<ul style="list-style-type: none"> <li>• Core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p><b>When taught by a special education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must have special education certification to teach the students in the class.</li> </ul> <p><b>When taught by a general education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must be highly qualified to teach the course.</li> <li>• Instructional support is provided by a certified special education teacher as appropriate.</li> </ul>

COURSE	TYPES OF ACTIVITIES	COURSE CODE	CREDIT	CERTIFICATION REQUIREMENTS
<p><b><u>Applied Mathematics</u></b> Instruction in core mathematics content as defined by ESEA for students participating in LEAP Alternate Assessment. Instruction may be integrated with other core content areas.</p> <p>A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multimodality in nature.</p>	<p>Instruction related to the development of basic mathematical concepts including addition, subtraction, comparing quantities, money, time and using measurements required in daily living activities.</p> <p>The course content reflects significant modification of the core curriculum to meet the individual needs of the student.</p> <p>Functional skills (e.g., self-help, self-advocacy skills) are taught as needed within the context of the general education curriculum.</p> <p>Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.</p>	<p><b>500052</b> Applied Mathematics I</p> <p><b>500059</b> Applied Mathematics II</p> <p><b>500060</b> Applied Mathematics III</p> <p><b>500061</b> Applied Mathematics IV</p>	<ul style="list-style-type: none"> <li>• Core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p><b>When taught by a special education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must have special education certification to teach the students in the class.</li> </ul> <p><b>When taught by a general education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must be highly qualified to teach the course.</li> <li>• Instructional support is provided by a certified special education teacher as appropriate.</li> </ul>
<p><b><u>Applied Science</u></b> Instruction in core Science content as defined by ESEA for students participating in LEAP Alternate Assessment. Instruction may be integrated with other core content areas.</p> <p>A variety of high- and low-tech individual adaptations and modifications may be utilized in order for students to access the content area. Adaptations may be multi-sensory and multimodality in nature.</p>	<p>Instruction related to functional science activities, including identification of objects, comparison of the physical properties and attributes of objects, knowledge of basic weather, and the understanding of plants, animals, body parts, and senses.</p> <p>The course content reflects significant modification of the core curriculum to meet the individual needs of the student.</p> <p>Functional skills (e.g., self-help, self-advocacy skills) are taught as needed within the context of the general education curriculum.</p> <p>Generalization of these skills across school, home, and community environments is the desired outcome to maximize students' independence and participation in all aspects of their lives.</p>	<p><b>500053</b> Applied Science I</p> <p><b>500062</b> Applied Science II</p> <p><b>500063</b> Applied Science III</p> <p><b>500064</b> Applied Science IV</p>	<ul style="list-style-type: none"> <li>• Core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p><b>When taught by a special education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must have special education certification to teach the students in the class.</li> </ul> <p><b>When taught by a general education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must be highly qualified to teach the course.</li> <li>• Instructional support is provided by a certified special education teacher as appropriate.</li> </ul>

COURSE	TYPES OF ACTIVITIES	COURSE CODE	CREDIT	CERTIFICATION REQUIREMENTS
<p><b><u>Applied Social Studies</u></b> Instruction in core social studies content as defined by ESEA for students participating in LEAP Alternate Assessment. Instruction may be integrated with other core content areas.</p>	<p>Instruction provided on skills and concepts related to events, people and themes in the community and in history.</p> <p>Instruction includes social relationship awareness, solving conflicts, and identifying and discussing rights and responsibilities</p> <p>The course content reflects significant modification of the core curriculum to meet the individual needs of the student.</p> <p>Functional skills (e.g., self-help, self-advocacy skills) are taught as needed within the context of the general education curriculum.</p>	<p><b>500054</b> Applied Social Studies I</p> <p><b>500065</b> Applied Social Studies II</p> <p><b>500066</b> Applied Social Studies III</p> <p><b>500067</b> Applied Social Studies IV</p>	<ul style="list-style-type: none"> <li>• Core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p><b>When taught by a special education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must have special education certification to teach the students in the class.</li> </ul> <p><b>When taught by a general education teacher:</b></p> <ul style="list-style-type: none"> <li>• Must be highly qualified to teach the course.</li> <li>• Instructional support is provided by a certified special education teacher as appropriate.</li> </ul>
<p><b><u>Applied Elective</u></b> Instruction in the curriculum content identified through the course description and described by the course name, such as Applied Family and Consumer Science.</p>	<p>Instruction provided on skills and concepts related to the Course</p> <p>The course content reflects significant modification of the curriculum to meet the individual needs of the student.</p> <p>Functional skills (e.g., self- help, self-advocacy skills) are taught as needed within the context of the general education curriculum.</p>	<p><b>500055</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Taught by an appropriately certified general education teacher, with instructional support provided by a special education teacher as appropriate.</p> <p>Taught by a special education teacher certified to teach that course.</p>
<p><b><u>Transition: Foundational Employment Skills</u></b> This course is designed to introduce students to the transition services planning process.</p> <p><b>NOTE:</b> Must be taken before or in conjunction with other transition courses for students on the LAA 1 pathway to a Career Diploma</p>	<p>Instruction provided on workforce-readiness skills and concepts, including general work habits (timeliness, staying on task), relationships within the work environment (listening to feedback and working with others), work attitudes (demonstrating initiative and setting personal goals), communication skills (customer service, problem-solving).</p>	<p><b>500204</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>
<p><b><u>Community Based Instruction</u></b> Instruction that is provided off of the school campus in locations within the community. The instruction is tied to goals and objectives on the student's IEP.</p>	<p>Instruction must be provided off the school campus in locations within the community. Instruction on transportation skills (e.g., public transient system, street crossing).</p> <p>Instruction on using community facilities (e.g., public library, YMCA, restaurants, stores).</p>	<p><b>500300</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>

COURSE	TYPES OF ACTIVITIES	COURSE CODE	CREDIT	CERTIFICATION REQUIREMENTS
<p><b><u>Transition: Employment Sampling</u></b>  This course is designed to introduce students to a variety of occupations aligned with the 16 National Career Cluster Pathways.</p>	<p>Instruction/activities should include ongoing transition assessments that explore student's vocational interests.</p> <p>Instruction/activities should address, job seeking skills and employability skills.</p> <p>Instruction/activities should include job sampling in the various career clusters, exploring or identifying job coaches.</p> <p>Instruction/activities should involve developing skills that empower the student to become a self-advocate.</p>	<p><b>500200</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>
<p><b><u>Transition: Employment</u></b>  This course is designed to allow students to apply the skills obtained in Employment Sampling on actual job sites.</p>	<p>Instruction/ activities should include employability skills and job seeking skills.</p> <p>Activities may include competitive employment, supported employment job shadowing, volunteer work, and internships.</p> <p>Instruction/activities should involve developing skills that empower the student to become a self-advocate.</p>	<p><b>500201</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>
<p><b><u>Transition: Education/Training</u></b>  This course is designed to address skills that prepare students to actively explore post-secondary education options</p>	<p>Instruction/ activities should address post-secondary educational options such as college, community college, and vocational training programs.</p> <p>Instruction/activities should include completing applications, accessing disability service offices, and identifying financial aid and scholarship options.</p> <p>Instruction/activities should involve developing skills that empower the student to become a self-advocate.</p>	<p><b>500202</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>
<p><b><u>Transition: Independent Living</u></b>  This course is designed to address those skills or task that contribute to successful independent functioning in adulthood</p>	<p>Instruction/activities should address but are not limited to personal care, recreation and leisure, community participation, use of public transportation, and personal finances.</p> <p>Instruction/activities should include accessing community resources such as vocational rehabilitation and developmental disabilities services.</p> <p>Instruction/activities should involve developing skills that empower the student to become a self-advocate.</p>	<p><b>500203</b></p>	<ul style="list-style-type: none"> <li>• Not a core academic area</li> <li>• Not eligible for Carnegie credit</li> </ul>	<p>Must have special education certification to teach the students in the class.</p>

## COURSE SELECTION EXAMPLE FOR STUDENTS ASSESSED ON THE LAA 1 PURSUING A CAREER DIPLOMA

Subjects	Transitional 9 <sup>th</sup> Grade (if applicable)	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Graduation Tracker			
						Min Req	Earned	Enrolled	Must Complete
<b>English</b>	N/A	Applied English I	Applied English II	Applied English III	Applied English IV	4			
<b>Mathematics</b>	N/A	Applied Math I	Applied Math II	Applied Math III	Applied Math IV	4			
<b>Science</b>	N/A	Applied Science I	Applied Science II			2			
<b>Social Science</b>	N/A	Applied Social Studies I	Applied Social Studies II			2			
<b>Workforce and Career Electives</b>	N/A	Transition: Foundational Skills	Transition: Foundational Skills	Transition: Employment	Transition: Employment	7-9			
	N/A	Transition: Employment Sampling	Transition: Employment Sampling	<b>Career Readiness</b>	<b>Workplace Safety</b>				
<b>General Electives</b> <small>(may include Health &amp; P.E.)</small>	N/A	<b>P.E. I</b>	<b>P.E. II/Health</b>	<b>Art</b>	<b>Computer Applications</b>	2-4			
	N/A								
	N/A								
<b>Credit Totals</b>		<b>7</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>23</b>			

The IEP team must complete an Individual Graduation Plan (IGP) prior to the student entering a Louisiana high school (or upon entering for out-of-state transfers) that includes:

- Post-secondary career goals aligned with the student's interests and skills
- A high school experience and course schedule that aligns with post-secondary goals
- Access to an environment and experiences whereby the student gains the skills and competencies necessary to achieve his/her post-secondary goals

The Department has created a LAA 1 specific IGP that may be accessed [here](#).

**\*Courses in bold are Carnegie credit bearing.**