

# 2 The Requirements of the Transition Class

## TRANSITION OBJECTIVE

Students will learn the content of the course and the requirements to pass the course.

## RELEVANCE TO SUCCESSFUL TRANSITION

Students will need to view this course as relevant to their future. They need to believe that this course will offer very valuable knowledge and skills needed to transition successfully into adult life.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

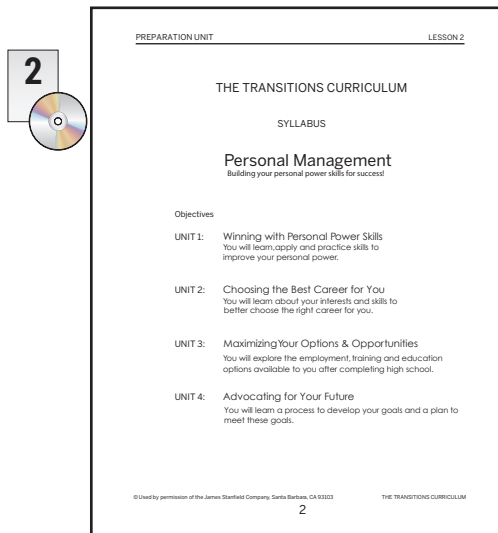
Students write about the following statement:  
I want to prepare for my future because . . .

### ❑ STEP 2: Convene Roundtable

"My favorite class is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

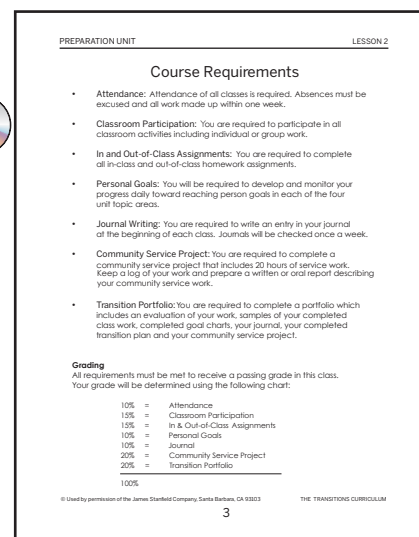
"We will go over the requirements and talk about what we will learn in this transition class."



### ❑ STEP 4: Activity - 45 Minutes

Tell students "This may be the most important class you take in high school. This class will offer you a look at your future goals and

ways to reach them." Write the four units on the board from the syllabus.



Classroom participation is closely related to attendance. Students work individually, in groups and as a class. Emphasize the importance of participating in all activities, especially group work. Explain that the syllabus is a simple list of goals, activities and dates about a class. Starting with the first page of the syllabus, describe the objectives.

Review the second page of the syllabus. Starting with **Course Requirements**, describe your attendance expectations and remind students of their responsibility to participate in all class activities.

## ❑ STEP 5: Evaluate Outcomes

## □ STEP 6: Connecting Activity

Each student also develops a *Transition Portfolio* for this class, consisting of completed **Assessment & Portfolio Guides** and other materials that are named in the Guides. Review the grading requirements, using several examples. A daily or weekly grade is effective if used consistently and with student participation. An example of the **Sample Weekly Grade Chart** is included in this lesson. Finally, discuss the requirements and answer questions.

[illegible]

## KEY WORDS

# syllabus

## career

**maximize**

## portfolio

- Student Handouts: **Syllabus**, pages 2-3; **Weekly Grade Chart**, Appendix A, page A3.
- Become familiar with the syllabus; make necessary changes; prepare examples.

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Visualizing
- Personal Qualities: Responsibility, Self-Management, Integrity/Honesty