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 for 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.

	PREPARATION UNIT LESSON 2			
3	Course Requirements			
	 Attendance: Attendance of all classes is required. Absences must be excused and all work made up within one week. 			
-	 Classroom Participation: You are required to participate in all classroom activities including individual or group work. 			
	 In and Out-of-Class Assignments: You are required to complete all in-class and out-of-class homework assignments. 			
	 Personal Goals: You will be required to develop and monitor your progress day loward reaching person goals in each of the four un tippe carbon person and the person of the second second second and until beging to an even required to write an entry in your journal of the beging of each class. 			
	 Community Service Project: You are required to complete a community service project that includes 20 hours of service work, a log of your work and a written or ord report describing your community service work. 			
	 Transition Portfolio: You are required to complete a portfolio which includes an evaluation of your work, samples of your completed class work, completed goal charb, you journal, your completed transition plan and your community service project. 			
	Grading Altrequirements must be met to receive a passing grade in this class. Your grade will be determined using the following chart:			
	105 - Attinicance 105 = Classion Participation 105 = Nacount Attinication 106 = Nacount Attinication 107 = Nacount Attinication 108 = Nacount Attinication 109 = Nacount Attinication 109 = Community Structure Pajeot 2005 = Community Structure Pajeot			
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Students develop personal goals for each unit. These goals give students an opportunity to assess personal skills and improve them. Students also make daily entries in a journal. Allow for expression of thoughts and feelings as well as practice in writing. Accommodations should be made for students who have difficulty writing.

The Community Service Project is a requirement of the class. Students give time to a worthy cause in the community or on campus. Every student should have an opportunity to participate in community service.

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.

STEP 5: Evaluate Outcomes

The most important course requirement is "__."

STEP 6: Connecting Activity

Have students share the syllabus with their parents or with a friend.



KEY WORDS

syllabus	career	maximize	portfolio

MATERIALS AND PREPARATION

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

SCANS FOUNDATION SKILLS

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