

Sophomore Transition Seminar

Ocean Grove, Sky Mountain, South Sutter Charter Schools

Tuesdays at 9:00 a.m.

Thursdays at 12:30 p.m.

Instructor: Mr. Metoyer (Mr. M.)

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Phone: 714-602-1051

Communication

All direct communication between students and Mr. M. are to be done strictly via email. These email messages must also be shared with a parent (C.C.). Parents may contact Mr. M. via phone and text.

Course Description

The purpose of the Individuals with Disabilities Education Act is "to ensure that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living" Section 1400(d). The phrase "further education" and the emphasis on effective transition services is new in IDEA 2004. Section 1400(c)(14) describes the need to provide "effective transition services to promote successful post-school employment and/or education."

The Sophomore Transition Seminar has been designed follow the mandate of the Individuals with Disabilities Education Act and give students an opportunity for Self-Exploration and to begin to map out a plan for life after high school.

Course Goals

Students who complete this course successfully will be able to:

- Understand the purpose of a Transition Plan
- Find career interests
- Gain a better understand of the skills needed to acquire jobs that they are interested in
- Differentiate and choose their own specific work values
- Increase their ability to self-advocate

Required Texts, Materials, or Equipment

- Computer with internet access
- Fox It Standard Free PDF editing software

- Google Email account

Daily Work/Homework

- Each week students will participate in discussions, assignments, and one online “ticket out” or homework assignment.
- A “ticket out” assignment will be given in the second half of each session that students may or may not have an opportunity to complete before the session ends. However, these assignments are graded and expected to be completed before the next session begins.

Transition Portfolio

Each student will create and modify a digital Transition Portfolio through the Sophomore Seminar Course discussions, assessments, and assignments.

The Transition Portfolio is a tool that provides:

- A guide for the IEP team
- A record of student activities and growth over the transition years
- A storage system for relevant information

The Transition Portfolio is designed to ensure that necessary information is in place for students to transition seamlessly from the school to the adult world. It provides a picture of the progression of the students from year to year, assisting educators in supporting the coordinated set of activities necessary for an effective transition plan.

The portfolio is aligned with state and federal requirements of Indicator 13 and the domains of Post-Secondary Education, Employment, and Independent Living. It supports the Standard Aligned System.

At the time of graduation or when the student exits school, the portfolio will serve as a student resource, documenting their academic and career preparation through the transition years of school and providing evidence and information vital to next steps in the adult world and the Summary of Performance.

Project-Based Learning (PBL)

Students will participate in Project-Based Learning activities throughout the year. The National Education Association defines Project-Based Learning as a teaching strategy that shifts away from teacher-centered instruction and emphasizes student-centered projects. PBL helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues. In the classroom, PBL gives teachers an opportunity to build relationships

with students by acting as their coach, facilitator, and co-learner. In the school and beyond, the model further allows teachers opportunities to build relationships among colleagues and with those in the larger community. Student projects can be shared with other teachers, parents, and others who have a vested interest in the student's education.

Course Grading

Students will be graded on equal parts of attendance, participation, and completion of ticket out assignments. Each month students will have an opportunity to earn 15 points, and grades will be given based on a percentage of total points earned.

150 Points Possible

95% A (142.5 Points or Higher)

85% B (127.5 Points or Higher)

75% C (112.5 Points or Higher)

Below 75% - F

Course Policies and Information for Students

1. ATTENDANCE POLICY

Attendance and participation is vital in order to satisfy the mandated requirements of IDEA in regard to this course. Therefore, monthly attendance and participation is mandatory. More than 1 unexcused absence will automatically drop your grade 10%.

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS

All excused absences have to be made up before the next week by completing the ticket out and a extra transition assignment to receive credit for the week.

School Holidays

If a class session is scheduled on a school holiday , there will be an opportunity for a make-up session later in the month.

The instructor reserves the right to make modifications to this information throughout the semester.

Preliminary Schedule of Topics, Readings, and Assignments

Month	Activities, Discussions, Etc.
August	Welcome to Transition Policies & Procedures Syllabus Review What is a Transition Plan? Introduction to Transition Portfolios
September	Study Skills Transition Assessments Organization Time Management
October	Jobs vs. Careers Introduction to Job Resumes Introduction to Job Applications PBL Assignment
November	Job Basics Work Permits & Safety Hours vs Salaries Workplace Expectations Job Market Realities Workplace Behavior
December	Seasonal Jobs and Careers Holiday Budgeting
January	Study Skills Executive Functioning Organization Time Management

February	Job Interview Preparation: Attire Attitude Attention to Detail PBL Assignment
March	Career Clusters - Hospitality & Tourism PBL Assignment
April	Career Clusters - Information Technology PBL Assignment
May	Volunteerism & Community Involvement Northern California Central California Southern California International