
Transition I Course Syllabus: Course # 6107A
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1st Block / 4th Block
1 Credit

Course Description:

Transition I is the first class in a series of three that students may complete to fulfill transition as a course of study. This one semester course is designed to teach and develop work readiness skills and allow students the opportunity to explore various career paths. The course also considers students specific skill needs and adapts content and instruction that will assist in the transition from school life to adult life. Transition I also focuses on positive work habits, self-determination, and adult living skills. Students will participate in various work related activities including job exploration within the community.

Pre-Requisites:

At risk student under either an Individualized Education Plan or a 504 Plan.

Course Objectives

- Demonstrate self-advocacy skills.
- Develop self-awareness and evaluate and apply this information to current placement as well as future goals.
- Investigate and Compare at least two careers of interest.
- Analyze work skills and habits.
- Practice work skills at community work sites.
- Investigate post-secondary training and educational opportunities.
- Develop knowledge of the Tennessee Driver's License Manual.
- Develop and practice adult living skills as it is related to career interest.

Organization

Transition I is a hands-on, practical application type class that combines lecture with authentic practice of learned skills. Students will develop self-awareness and soft skills for the workplace by learning and practicing in a classroom setting then have the opportunity to practice in authentic settings. Students will participate in various hands-on activities, some lecture, guest speakers, field trips, presentations, role-play, and non-paid community based transition experiences. Field trips to post high school training facilities will take place spring semester. All students who take Transition 1 fall semester will be invited on these trips.

Classroom Rules

1. Participate in all classroom activities in a professional way. You will conduct yourself in the class as if you were at your job!!
2. Conduct yourself in a respectful and considerate manner: Do not talk when others are speaking, speak in only a polite and mindful way, keep harsh opinions and judgements to yourself, work hard.
3. **Cell phones** are to be placed in the basket on Mrs. Brock's desk when entering classroom and picked-up at the end of the class period. They are not allowed to be out during class time unless they are part of classwork assigned or approved by Mrs. Brock.
4. All THS rules apply in Mrs. Brock's classroom.

Grading - Transition I

1. Teacher will take a daily grade for class work including participation and classroom behaviors. She will choose one or two grades weekly for record, based on content of class.
2. Students will earn grades through classwork (including participation), projects, quizzes, discussion and communication, and self-evaluations, attendance, and occasional homework assignments. These will be weighted equally.

Quarter I

Standards/Objectives & Topics/Activities

1. Demonstrate self advocacy skills:
 - a. Take self-awareness assessments (interest inventories, work preferences, job readiness).
 - b. Develop communication skills and role-play.
 - c. Develop and exhibit socially responsible behavior.
 - d. Evaluate personal interests and work readiness.
2. Demonstrate knowledge of household management and community awareness.
 - a. Practice money management skills and evaluate the cost of maintaining a household.
 - b. Identify community resources and evaluate transportation needs.
 - c. Develop skills to acquire a drivers license.
3. Special Assignments/Projects
 - a. Build portfolio with the following components: Assessments, Work related assignments, Journal of community experiences.
4. Field Trips:
 - a. Non-paid community based work experience weekly.
 - b. Two - four job shadow opportunities in chosen areas.

Quarter 2

Standards/Objectives & Topics/Activities:

1. Demonstrate knowledge of rights of student with a disability and develop Self-advocacy.
 - a. Disability rights of minors and adults.
 - b. Define disability and its effect on learning.
 - c. Identify academic and vocational strengths.
 - d. Determine ways strengths and weaknesses may affect one's occupation.
 - e. Develop skills to advocate for self at both school and

2. Seek employment opportunities
 - a. Determine need for employment training.
 - b. Locate sources of employment information within community.
 - c. Determine how to apply for work and practice skills.
 - d. Develop skills to complete job application.
 - e. Practice interviewing.

3. Special Assignment / Project Continue to build portfolio and components and add:
 - a. Pertinent information about disability
 - b. Information related to interviewing.

4. Special Assignment / Project
 - a. Non-paid community based work experience weekly.
 - b. Two - four job shadow opportunities in chosen areas.