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| ***TRANSITION SKILLS/CAREERS*** ***Modified Health II/ Modified Math******Modified Social Studies/Modified English******Crater School of Business Innovation & Science******Instructor: Lisa Schuh – Fall 2020*** |                       |  |

**DESCRIPTION:**

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| This class is designed to develop, strengthen, and improve skills for positive academic performance and achievement by providing opportunities to develop and practice appropriate and acceptable classroom behaviors in both specially designed instruction and regular education setting.  Through study skills along with pre- and post- teaching, cognitive learning strategies are taught which focus on comprehension and memory skills. Career, self-advocacy skills and transitional planning are also a key part of the program in order to prepare for postsecondary success. Students' progress are monitored and reviewed throughout the year according to their IEPs (Individual Education Plans).**OBJECTIVES** |    |

**Problem Solving:**  Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.

**Personal Management:** Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen).

**Communication:** Select and use appropriate communication strategies in family, school, community, and workplace settings.

**Career Development:** Develop skills to assess personal characteristics, interests, abilities, and strengths.

**REQUIREMENTS**

* Identify tasks that need to be done and initiate action to complete the task.
* Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
* Maintain regular attendance.
* Maintain appropriate interactions with fellow students and staff.
* Identify alternatives to solve problems.
* Give and receive feedback in a positive manner.
* Access personal characteristics related to educational and career goals.
* Develop and discuss a current plan designed to achieve personal, educational and career goals.

Students are expected to check grades once per week and maintain a "planner", or another organizational method to keep track of assignments, projects, and tests/quizzes. Students will complete assigned work in order to achieve goals on their IEPs and review/complete assignments from their content-area classes.

All students are expected to come to class prepared and on time, and remain for the full class period.  All cell phones, games, players or other electronic devices that generate sound and/or pictures must be turned off during class.

Disruptive behaviors, including excessive talking, arriving late to class, sleeping, using unauthorized electronic devices during class is not permitted.  Repetitive and seriously disruptive behavior may result in your removal from class in accordance with the policies and procedures outlined in the Crater Student Handbook.

**MATERIALS NEEDED:** Pen or pencil, binder with paper, calculator

**GRADING  POLICY:** All students will be graded weekly on the following 3 categories: Personal Management, Participation/Effort, and In Class Assignments/Test/Quizzes if they are taking a modified academic class.

 A 90-100, B 80-89, C 70-79, D 60-69, NP (No Pass) <59

\*In the general education setting grading accommodations and modifications will be made per each individual students IEP.

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