Junior Transition Course Description

Instructor: Ginger Goudie  Period 3 - Trimesters 1 and 3

Junior Transition class is designed to help the student begin to plan for transition from Janus to post-secondary education or employment. Students learn about and work at further developing the attributes of success (Raskin). They review their learning disability profile to gain an understanding of their learning differences as well as personal strengths and weaknesses. They participate in a variety of activities that encourage investigation of career interests and practice of skills that help them secure and keep a job. Students practice self-determination as they participate in parent conferences. They engage in a variety of cooperative learning activities. Students also participate in discussions and activities about cybersafety.

As part of the career exploration process, students are required to arrange and participate in one job shadow experience during the year.

Topic and Activities

First Trimester

Self Awareness

- Personal strengths, weaknesses, interests, talents
- Learning style
- Learning profile and personal strategies

Attributes of Success/ The 7 Habits of Highly Effective Teens

- Adventure challenge activities/ group building
- Identifying principles
- Goal setting
- Building relationships
- Working with others
- Time management

Third Trimester

Career Exploration

- Career clusters
- Career interests
- Using the Occupational Outlook Handbook
- Career style/Holland Hexagon
- Developing academic job readiness skills
- Complete one job shadow

The Job Search

- High school resume
- Personal references and network list
- Completing job applications
- Interviewing skills
Texts
Each student will receive a personal copy of *The 7 Habits of Highly Effective Teens* by Sean Covey. Students will continue their career investigation using *Keys2Work*, through [www.SmartFutures.org](http://www.SmartFutures.org).

Grade components

Class participation - 20%
Each student earns up to 5 points per day for demonstrating the habits of a good student. Evaluation is based on teacher observation of behaviors in 5 areas: responsibility, being prepared, effort in class, showing respect to all, and taking initiative. Daily participation in class discussion is expected. Students are encouraged to inquire about their class participation scores.

Independent work - 30%
This grade component includes formative assessments such as homework and class activities. Most homework will be graded for completion on a daily basis (highest = 10 points for all components of the assignment attempted). Most assignments that are not completed on time will be accepted late, but 20% of total points will be lost for each day late.

Assessments - 50%
This grade component consists of summative assessments graded projects and graded class activities. No tests are given in this class.

Student Accountability
Please see the “Class Guidelines and Processes” for an explanation of habits of a good student. If a student has repeated difficulty demonstrating the habits of a good student, one or more the following may occur…..
- Conferencing with teacher
- Natural consequence or community service
- Participation in homework club during break (if homework completion is inconsistent)
- Completing a behavior response form
- Notification of parents
- Silent lunch or break
- Conferencing with teacher and Dean of Students and/or other administrator

Communication
Regular communication between the instructor and parents will occur in the following ways:
- Weekly grade updates on Edline
- Regular emails about class activities
- Timely email or phone contact to share and discuss ongoing concerns
- Scheduled narrative reports
- Scheduled conferences
- Other contact through email ggoudie@thejanusschool.org, or phone 717-653-0025, ext. 153