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**Course Syllabus Transition Skills**

**Lillian Collins-Renelus**

**Highland Senior High School, Room 1213**

**Phone: 651-744-3614**

**Email:** [**lillian.collins-renelus@spps.org**](mailto:lillian.collins-renelus@spps.org)

**Webpage:** [**https://www.spps.org/Page/34886**](https://www.spps.org/Page/34886)

## Course Summary

This is a modified course for Special Education and provides students with knowledge, skills and abilities in reading, interpreting and using information in leisure, recreational, occupational and other fundamental daily life activities. Classroom instruction and experience will be geared towards individual student needs and their IEPs and will be modified or adapted as needed.

## Units of Study

* Individual Education Plans
* Communication
* Self-Awareness
* Self-Advocacy
* Daily Living
* Safety
* Recreation & Leisure
* Work Skills

**III. Standards**

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| State Standards |
| * Acquiring and using vocabulary words that are necessary and sufficient for understanding, interpreting and enjoying various forms of written material in the pursuit of daily life activities. * Basic grammar, word usage, forming complete thoughts and sentences and paragraph construction that convey the content and meaning of various forms of written material in a variety of daily life activities. * Reading and understanding forms and written materials found in a variety of daily life activities. * Researching, analyzing and using information from various media sources to facilitate the achievement of life goals and activities. * Generalizing classroom activities and learning to real-world events and applications in daily life activities. * Analyzing and using written information and material for the purpose of optimizing daily life activities. |

1. **Text/Resources**

English for the World of Work (AGS)

Life Skills English (AGS)   
Reading Skills for Life (AGS)

Everyday Life Skills (AGS)

Start to Finish Books (D. Johnson)

Zones of Regulation

PECS symbols

Supplemental materials to meet the needs of students with Autism

## Methodology and Methods of Assessment

Students will be assessed using both formative and summative assessments. Formative assessments will include items such as daily activities and weekly tracking. Summative assessments will include progress on IEP goals and objectives.

*Please also refer to the “Highland Park Senior High School Grading and Assessment Policy” on the Highland Park Senior High webpage for further information on the grading scale, make up work, retakes, and/or late work. Students can access scores, grades, missing work, and/or attendance on the “parent/student portal” tab at* [*www.highlandsr.spps.org*](http://www.highlandsr.spps.org)*.*

1. **Other Course Information**
   1. Read and follow written directions and instructions daily life activities, such as classroom assignments, test taking, employment, money and banking, completing application forms.
   2. Demonstrate the ability to read, analyze and synthesize information from various media sources to navigate daily life situations.
   3. Plan for, access and engage in a variety of academic, recreational and leisure, occupational and other daily living reading experiences.
   4. Demonstrate the ability to read, comprehend, interpret, evaluate and respond to information from a variety of real-life sources.
   5. Identify and/or research personal needs, interests and abilities and the resources to meet those needs.

School Wide Policy

1. Ipads are to be brought to class charged daily.
2. Cell phones should not be used in class (they can be used during passing time, in the cafeteria, and before and after school).