

## **Hunterdon Preparatory School Transition Curriculum (grades 6-11)**

At HPS we recognize that change can be difficult and scary. 8<sup>th</sup> graders entering high school don't know quite what to expect and high school graduates are leaving the only educational environment they have even known. It is a compelling rationale in favor of individualized career education known as the person-centered approach. Planning for the future helps students reduce their anxiety about what life will be like as an adult.

Our transition classes are built around a software program called Next Up. Next Up is a comprehensive curriculum designed to explore and provide assignments that will contribute to college and career planning. Students will take an interest inventory at each level to shape and hone potential career choices. Students will learn the necessary steps they need to take to achieve their goals.

The instructional groups in the Troupe, Nest and Hive have Transition class in their schedules once per week. This class is intended to provide students with resources that can help them develop their future goals, whether enrolling in the HPS 12+ program, learning a trade, continuing on to higher education or joining the existing workforce in retail, human resources, communications; the possibilities are wide open. The course will review topics based on the students' age, grade level, and personal interests and goals. Using the educational philosophy of person-based planning, Transition class will encourage students to think about their futures in specific, achievable ways while learning the steps necessary to realize their dreams. Middle school students will focus on organization, self-advocacy, high school graduation requirements, and a myriad of health topics. High school students, while also practicing self-advocacy and good communication skills, will explore job and career opportunities, look to become more involved in their communities, and review tasks that will prepare them for independent living. Partnering with the Work-Based Learning Coordinator, high school students will delve deep into their passions to identify ways they can join their communities in both work and volunteer opportunities, to aid in becoming more well-rounded citizens and productive members of society. As each phase of life requires transition on the part of our students, so too does each grade and homeroom level at Hunterdon Prep.

## **COURSE OBJECTIVES**

### **Troupe Objectives**

- Students will be introduced to high school graduation requirements.
- Students will participate in discussions about work based learning experiences available to them in high school.
- Students will complete Next Up Interest Inventory.
- Students will improve organizational skills through use of agendas/calendars.
- Students will demonstrate their ability to access the student portal on RealTime.
- Students will learn how nutrition, hygiene and exercise connect to successful job and college performance.
- Students will be exposed to Microsoft Office.
- Students will participate in age appropriate community service activities.
- Students will be introduced to person-centered planning for post high school opportunities and planning.
- Students will practice basic independent living and social skills.

### **Nest Objectives**

- Students will practice using an agenda and online calendar to improve organizational skills.
- Students will demonstrate proficiency at using RealTime to check grades and assignments.
- Students will complete a Next Up Interest Inventory.
- Students will, with support, learn how to self-advocate with teachers.
- Students will identify skills necessary to make and maintain healthy relationships.

- Students will participate in preparing simple, healthy meals while on a budget.
- Students will learn the basic differences between Microsoft Suite, MS 360 and the Google platform.
- Students will engage in group discussions about participation in their local communities via sending districts' clubs, church, athletic organizations, etc.
- Students will begin to construct person-centered plans for post high school.
- Students will learn the basic function of home appliances and their importance to producing simple, low cost meals.
- Students will practice the social skills connected to sitting down and sharing a communal meal.
- Students will be informed about the work based learning experience program at HPS and how to access it.

### **Hive Objectives**

- Students will examine their own IEP services, modifications and accommodations.
- Students shall make appointments to review their CST evaluations.
- Students will open an account with their preferred college search website.
- Students will complete a Next Up Interest Inventory and review results with appropriate staff members.
- Students will examine individual college applications vs. using the Common App.
- Students will access Naviance with credentials from their sending districts.
- Students will explore employment requirements for a variety of occupations.
- Students will discuss skills and topics related to living independently.
- Students will collect hours of community service and volunteer work.
- Students will experience a variety of work based learning experiences.

- Students will demonstrate increased effective organizational and study skills.
- Students will go grocery shopping after constructing a list aligned with a budget.
- Students will understand the importance of good hygiene in the workplace.
- Students will be able to describe the benefits of life long fitness.
- Students will access the student portal in RealTime on a regular basis.
- Students will participate in their local communities.
- Students will be able to explain the purpose of registering for DVRS.
- Students will add to their person-centered plans in order to formulate realistic goals following high school graduation.

## **Hunterdon Preparatory School Transition Curriculum (12)**

Transition is an essential course in career education. As 12<sup>th</sup> graders begin to envision their lives after high school ends, their anxiety increases. They begin to realize that something familiar and safe is coming to a close. Their dreams and hopes, goals and aspirations carry them forward to an unknown future that differs from anything they have ever experienced. Preparing for that future is of the utmost importance.

Transition is a year-long course because of the volume of useful information that is covered. Students learn about the academic skills needed in the 21<sup>st</sup> century workplace, spotlighting not just English skills but also math, science, history and world languages as they pertain to a global marketplace. Units cover personal finance, income and careers, money management, credit and debt management, planning, saving and investing, rights and responsibilities of the consumer and insurance. The constantly evolving worldwide marketplace is a topic for weekly current events discussions and debates. Students have the opportunity to express themselves verbally within the confines of the course rubric with the support of their teacher and peers. Students begin to formulate realistic, attainable college and career goals, exploring a variety of “hot jobs” past, present and future. Workplace ethics, ethical behavior and desirable employee qualities are highlighted every class. To that effect, students prepare their resumes and role-play job interviews. Teamwork and collaboration as well as the importance of maintaining positive interpersonal relationships with co-workers are also stressed daily. In conjunction with our group counseling program, students learn effective coping strategies and conflict resolution skills that will enhance their professional development. Speaking and listening skills, also taught, developed and practiced in group counseling sessions, give our students an advantage as they enter a more complex and intensely competitive society.

Technology serves an important role as seniors identify their strengths and interests in pursuit of job training, apprenticeships, college and technical school programming and if they choose to participate in the Hunterdon Preparatory School’s fifth year program, including structured learning experiences in our local community. By the end of secondary school, students need to be able to synthesize information from diverse sources in order to effectively summarize key details and ideas. They need to know how to rebuild information into a new format to help them solve complicated problems. It is our expectation that they know how to collaborate and interact with others by using available technologies. They must know the basics of hardware and software, operating systems and applications that apply to specific areas of focus. Our students are the information society of the future.

## **COURSE OBJECTIVES**

- Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Students will come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Students will work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Students will propel conversations by posing and responding to questions that probe reasoning and evidence.
- Students will clarify, verify, or challenge ideas and conclusions and promote divergent and creative perspectives.
- Students will integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
- Students will integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

- Students will synthesize information from a range of into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Students will respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.