

# Senior Transition Seminar

## Course Syllabus

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### Course Description

Is there life after high school? For the past twelve (or more) years, you have been a part of a school community. The time is approaching for this chapter in each of your lives to close and a new and exciting chapter to open. This course is about helping you to explore and plan for life after high school. You will learn about different paths that you could take after graduation including taking time for a service activity, traveling, attending college, joining the military, and so much more. This course also gives you information about several important life skills including tips on wellness and health, personal finance, purchasing a car, and finding a place to live. This course allows you to explore and become familiar with all of the different options available to you after graduation. In addition, it will give you tips on how to successfully make it through your senior year!

### What Are The Benefits Of Taking This Course?

This course is about you! Every assignment in this course is meant to help you better understand yourself and what you want out of life. This course helps you to explore several possibilities and make a plan so that your first year after high school can be a success.

**Course Materials** (if you think you will have trouble obtaining any of the items listed below, see me).

1. A 3 ring binder
2. A package of page dividers
3. A package of loose leaf white lined paper
4. A pen or pencil
5. An SBHS E-mail Account
6. A bound journal (provided by Mr. Stowell)

### A Word About Grading

This class is set up for your success – there are no tricks or gimmicks. The responsibility for your grade sits with you – only you can determine the outcome! Each student will contract for the grade that they would like to receive in this class. We will review the contract periodically to see how close you are to achieving your goal grade.

All written assignments will be graded on the basis of correct usage of grammar, spelling, and sentence mechanics. Be sure to check each of these items before handing in a final product.

# COURSE ASSIGNMENTS AND RELATED POINTS

## Overview:

### COURSE ASSIGNMENTS

Personal Profile	10 percent
Transition Plan	15 Percent
Creative Project	25 Percent
Readings and Class Participation	10 percent
Reflective Writing (responses to article, journal entries, prompts)	10 percent
Career Research Interview and Write-up	20 percent
Completed Resource Binder	10 percent

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<b>TOTAL</b>	<b>100 Percent</b>
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### EXTRA CREDIT ASSIGNMENTS:

**Viewpoints:** Bring in articles from magazines, newspapers, or journals or video clips from the news or television shows that describe any aspect of life after high school. This could include life skills, college, career, military, taking time for service, etc. 10 points each

### ASSIGNMENT DESCRIPTIONS

**Personal Profile** – You are a young adult. You are at a point in your life when you are going to be taking on more responsibility and making difficult decisions. It is important that you understand yourself so that the decisions you make are based on your values, dreams, and strengths. During the first few weeks of class, we will explore things like your learning style, your leadership style, and your personality type. Your goal is to create a personal profile (typed) that describes you, your values, your hopes, dreams, strengths, and areas for growth.

**Transition Plan** – Closing a chapter in your life is a difficult. There are those that think that you should have your life planned before you graduate. There are also those who think that you can't possibly plan out the next twenty years when you leave high school. Each person is different. You are different and unique. While you are not expected to know exactly what life looks like after graduation, it is important to have a plan for how you will successfully complete your senior year and what you will do for the first six months after graduation. Your task is to create such a plan that identifies goals that you have for your senior year as well as what possible paths you might explore during the six months following graduation.

**Creative Project** – everyone will choose an area of personal interest to explore. This may include such things as taking up a sport, reading a book you've always wanted to read, attending a concert or cultural series, composing music, keeping a journal – but does not exclude anything that you would like to undertake. This project will be shared with the class at the end of the quarter. This is your opportunity to be in charge of your own learning. You have total control over choosing your topic/activity and how you will present this experience to your classmates and to me.

**Readings and Class Participation** – In a class like this one, it is important that you are prepared for class by reading any assigned articles and by participating in class discussions, group activities, and sharing activities. Part of your class participation grade include your behavior

**Reflective Writing (responses to article, journal entries, prompts)** – During this course, you will be asked to reflect on your past experiences, articles from magazines, and topics of discussion.

**Career Research Interview and Write-up** – When thinking about what you might do after high school, it is beneficial to talk with those who, like you, made decisions about what to do after graduation. You should identify a career (or multiple careers) that are of interest to you. Using the contacts that both I and Mrs. LaVarnway have, you are charged to contact someone in the field you are interested in and conduct an interview (over coffee at Barnes and Noble, over the phone, etc.) and gain insight into this career. Your final project will be a reflective paper on your experience and the information you gained from your interview.

**Completed Resource Binder** - Throughout our time together in this course, you will be given several handouts, business cards, and other information that you can use in the future as the circumstances in your life warrant you to do so. This assignment is an easy, yet important, one. Keep all of the handouts, notes, and materials that you get in this course and organize it in a binder in a way that makes sense to you.

**CONNECTION TO VERMONT STANDARDS:**

1.12 – Personal Essays	3.15 – Career Choices
1.8 – Information Technology	3.16 – Transition Planning
3.1 – Goal Setting	

**TENTATIVE SCHEDULE**

<b>Week Of</b>	<b>Topic</b>
8/29	<b>Course Topics, Assignments, Expectations</b> “What do you want to get out of this course?” Brainstorm: “What will this year be like?” The Game Of Life Video Documentary – The Open Road
9/5	<b>Discovering Your True Self – Your Individual Profile</b> Personality type, learning style, personal attributes including: Interests, Strengths, Abilities, Assets, & Values Overview of options available after high school
9/12	<b>Before you can move on – you’ve got to get through this year!</b> <b>Question:</b> “What will your senior year be like?” <b>Navigating Your Senior Year Successfully</b> Senioritis, Changing Relationships, Academic Expectations, Changes in Family Dynamics, Handling Increased Responsibility <b>Life Skills: Communication</b>
9/26	<b>Option One: College – full-time, part-time, continuing education</b> <b>Question:</b> “How might a college degree fit with your future goals?” <b>Topics:</b> Choosing the right college and program, how to pay for college, college-level academic assignments, college entrance exams, & deferring acceptance, the SBHS process for applying to colleges.

**Fieldtrip:** Community College of Vermont and Vermont Student Assistance Corporation (VSAC)

**First Quarter Progress Reports – 9/30**

- 10/3      **Option One – College - Continued**  
**Life Skills: Money Matters - Banking**
- 10/10     **Option Two: Taking A Service Year and Traveling**  
Vista Programs, The Gap Year Experience, Volunteers for Peace  
U.S. and International Travel – how to do it on a budget  
**Life Skills: Money Matters – Personal Finance**  
**Option Three: The Military** Learn about each branch and what benefits this option offers to those who enlist.
- 10/17     **Option Four: Joining the Workforce**  
**Question:** “What are companies looking for in their workers?”  
**Fieldtrip:** Vermont Department of Employment and Training  
16 Career Clusters, John Holland Code, Workplace Values  
Job skills: writing a business letter, creating a resume, compiling references  
**Life Skills: Need Wheels? Purchasing a new or used car**
- 10/24     **Option Four - Joining the Workforce - Continued**  
**Life Skill: Where To Live? Renting, Purchasing a Home, & Roommates**  
**Individual Creative Project Due:** 10/26  
**Presentations:** 10/28
- 10/10     **Joining the Workforce Continued**
- 10/31     **Next Steps – Transition Plans**  
**Questions:** “Where do you go from here?”