

<b>Week 1</b>							
Essential Questions	Pretend you are a 5th grader transitioning from elementary to middle school. What is your biggest worry and what is your biggest excitement?						<b>Time</b>
<b>Outcome</b>	<b>Assignment</b>	<b>Assessment</b>			Read syllabus, Introduce yourself.	<b>NYS Standards</b>	<b>45min</b>
Outcome: Participants will accurately identify 4 key ideas, skills, or materials from well-researched Internet sites on adolescent development. Objective 1: Given assigned readings and research, participants identify factors of adolescent development.	Read the article found here: <a href="http://www.ozarkguidance.org/poc/vi/ew_doc.php?type=doc&amp;id=2083&amp;cn=28">http://www.ozarkguidance.org/poc/vi/ew_doc.php?type=doc&amp;id=2083&amp;cn=28</a> Using other credible Internet sources, research 4 key factors of adolescent development and explain how and why they are issues for transitioning students. Be sure to include the sources.	Score of 4: Quality of procedure is well-researched and purposefully presented with 4 key factors of adolescent development addressed.	Score of 3: Quality of procedure is researched and presented well with 3 key factors of adolescent development addressed.	Score of 2: Some of the procedure is well-researched and purposefully presented, includes less than 4 key factors of adolescent development.	Score of 1: Procedure is not well-researched or purposefully presented with less than 4 key factors of adolescent development.		<b>2 hrs.</b>
	Responds to a classmates:	Responded 3times a week.	Responded twice a week.	Responded once a week.	No response to classmates.		<b>10 mins.</b>
<b>Week 2</b>							
Essential Questions	Your administrator has a surplus in the budget for transitioning students. What might you suggest the money be used for to help those students?						
<b>Outcome</b>	<b>Assignment</b>	<b>Assessment</b>				<b>NYS Standards</b>	
Outcome: Participant will thoroughly and concisely address the task of addressing their school district's need in an organized manner. Objective 1: Participants will investigate and identify their school district's specific needs to address situations relating to transitioning students.	Interview colleagues and administrators in your district to identify your district's needs. Write a summary of your findings along with your own comments.	Score of 4: Effectively & completely answers the purpose & goals of the task including interview & summary.	Score of 3: Effectively answers the purpose and goals of the task, including interview and summary .	Score of 2: Effectively answers some of the purposes and goals of the task includes either interview or summary.	Score of 1: Answers are not complete or effective, includes interview or summary.		<b>2hrs.</b>
	Reponds to classmates:	Responded 3times a week.	Reponded twice a week.	Responded once a week.	No response to classmates.		<b>10 mins.</b>
<b>Week 3</b>							
Essential Questions	Pretend you are a 5th grader transitioning from elementary to middle school. What are your worries and your excitements?						
<b>Outcome</b>	<b>Assignment</b>	<b>Assessment</b>				<b>NYS Standards</b>	

<p>Outcome: Participants will effectively and purposefully address unity of the established community and transitioning students.</p> <p>Objective 1: Given a problem in uniting the established school community with transitioning students, participants will identify and solve the problem in a unique way.</p>	<p>Develop a school-wide activity that can "Welcome" transitioning students to your building. Include what the activity would be, how you would address incoming students' needs, and how would the established community be involved.</p>	<p>Score of 4: Accurately displays several elements of ideas, skills, or materials includes the activity, how it addresses the students' needs, and how community would be involved.</p>	<p>Score of 3: Accurately displays a few elements of ideas, skills, or materials in an activity that includes how it addresses students' needs, and how community could be involved.</p>	<p>Score of 2: Accurately displays some elements, but has difficulty on others in the activity presented.</p>	<p>Score of 1: Has difficulty displaying elements of ideas, skills, or materials in the activity presented.</p>	<p>NYS ELA Standard #4 Language for Social Interaction. Students will read, write, and speak for social interaction. #1 Oral Communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations. Students will: Listen attentively to others' ideas, express ideas and concerns clearly and respectfully to others, use verbal skills to communicate with others. These would be evident when students successfully transition using the school-wide activities</p>	<p><b>2 hrs.</b> <b>10 mins.</b></p>
	Responds to classmates:	Responded 3 times a week	Responded twice a week	Responded once a week	No response to classmates.		
<b>Week 4</b>							
Essential Questions	Your administrator has a surplus in the budget. How might you suggest the money be used for transitioning students?						
<b>Outcome</b>	<b>Assignment</b>	<b>Assessment</b>				<b>NYS Standards</b>	
<p>Outcome: Participants will effectively and completely identify 3 elements that foster home/school partnerships.</p> <p>Objective 1: Given research participants will identify elements of communication between home &amp; school.</p>	<p>Research and post an Internet site about "home/school communication" that you found interesting and post for classmates to view. Think about communication between home &amp; school and answer: What ways we all can strengthen the bonds better and as a result, how it can help the students?</p>	<p>Score of 4: Quality of procedure is well-researched and purposefully presented. Participant includes an Internet site &amp; answer to question.</p>	<p>Score of 3: Quality of procedure is researched and presented well. Participant includes Internet site and mostly answers the question.</p>	<p>Score of 2: Some of the procedure is well-researched and purposefully presented. Site or Answer not fully developed.</p>	<p>Score of 1: Procedure is not well-researched or purposefully presented. Site or answer missing.</p>	<p>8 Physical &amp; Home Economics: Standard 2: A Safe &amp; Healthy Environment. #1: Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students will: recognize potentially dangerous situations and avoid them, know personal and social skills to contribute to safety, and recognize characteristics of the environment that contribute to health. Students will: identify ways to promote a healthy environment for learning, avoid threatening situations, and discuss rules appropriate to home &amp;</p>	<p><b>2 hrs.</b> <b>10 mins.</b></p>
	Responds to classmates:	Responded 3 times a week	Responded twice a week	Responded once a week	No response to classmates.		

