




Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Transition to College and Career</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">NA</div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 5px;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Any. Credential with Teacher Consent</i> <u>To be completed by Human Resources only.</u> </div>	
Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Signature </div> <div style="text-align: center;"> 2-6-19 Date </div> </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Cheri Adame/Coral Prendergast/Julie Zierold Site: HHS/Ed Services Date: 12/18/18	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		2/6/19
Asst. Superintendent of Educational Services		2/7/19
Governing Board		

Prerequisite(s) (REQUIRED):

None

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

The purpose of this course is to provide students with a foundation in college structures and financial literacy. The course involves substantial critical reading, writing, and discussion through multiple communication modes. Students enrolled in Transition to College and Career are required to complete weekly writings, as well as across content analytical discourses. In addition, students are required to make oral presentations to the class on topics related to college entrances, contemporary issues, and social justice concerns. Throughout the course, there will also be opportunities for seniors to moderate discussions about college and financial literacy. Doing so will allow students within the school to be aware of college structures, as well as a keen awareness of what it takes to apply to college.

B. COURSE CONTENT

Course Purpose (REQUIRED):

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The Transition to College and Career course is intentionally designed to prepare students for their postsecondary college and career future. Students will focus on the skills needed to for entrance into four-year colleges, community colleges, CTE pathways, and military, with an emphasis on critical thinking, analytical writing, communication skills, literacy skills, college skills, test taking, note taking, and research.

Students in the Transition to College and Career course will:

- 1) Students will complete the A-G course requirements for entrance to the University of California or California State University
- 2) Students will successfully complete college applications.
- 3) Students will learn financial literacy and how to navigate FAFSA and financial aid packages.
- 4) Students will demonstrate analytical writing at a college level in a variety of discourse modes.
- 5) Students will improve their oral/written communications skills through a variety of means, including presentations, and interview skills.
- 6) Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.
- 7) Students will prepare for college entrance and placement exams, using modifications and curriculum developed specifically for the course.

- 8) Students will research and select a college area of study which leads to an anticipated career.
- 9) Students will complete and present a portfolio/post-secondary plan of their work in Transition to College and Career that includes self discovery, identification of career and college selection, and plan to achieve this goal.
- 10) Students will learn to job skills and the importance of first impressions. They will practice these skills in a variety of modes, including mock interviews.
- 11) Students will complete the transition process to begin post-secondary plans (Commit to a college, enlist in the military, enroll in Community College, etc.).

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: How to Survive Your Freshman Year	Edition: Fifth Edition
Author: by Mark W. Bernstein (Creator), Yadin Kaufmann (Creator), Ed.D. Scott Silverman (Editor), Frances Northcutt (Editor)	ISBN: 978-1933512617
Publisher: Hundreds of Heads Books	Publication Date: 2013
Usage: <input type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Textbook #2	
Title: N/A	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text	

<input type="checkbox"/> Read in entirety or near	
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Supplemental Instructional Materials *Please include online, and open source resources if any.*

[Employability Skills Resource
www.collegeboard.org](http://www.collegeboard.org)
www.californiacolleges.edu
www.msjc.edu
www.rcc.edu
www.commonapp.org
www.californiacolleges.edu
<https://admissions.universityofcalifornia.edu>
<https://www2.calstate.edu/apply>
 WUE: <https://goo.gl/Lbwesw>
www.fafsa.ed.gov
www.fsaied.ed.gov
<https://mygrantinfo.csac.ca.gov/>
<https://www.csac.ca.gov/fund-your-future>

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach backup as applicable.

Cost for a class set of textbooks: \$400	Description of Additional Costs:
Additional costs: N/A	
Total cost per class set of instructional materials:	\$400

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Key Assignments will include:

- End of Unit Assessments
- Daily/Lesson Quizzes
- Performance Tasks/ Projects
- Homework
- Cornell Notes

Final Senior Project:
 Senior Project/Portfolio Requirements:

- Resume
- Cover Letter
- Letters of Recommendation

- References
- College plan: How much will it cost you to attend college? Plan to pay for college and explanation of Cal Grant, Pell Grant, California promise, scholarships and student loans
- Senior Interviews and Feedback forms from Senior Interviews
- Google Presentation on their plan after high school (What does your plan look like?)
 1. 4 Year College - What college will you be attending, major, living, explanation of future goals.
 2. 2 Year College - What college, pathway (certificate, degree, or transfer)
 - a. Certificate - what career, what is the plan
 - b. Degree - What do they plan to do with the degree, explanation of future goals
 - c. Transfer - Where do they plan on transferring, what major, explanation of future goals
 3. Military - What Branch? ASVAB Explanation of results, what job they will do in the military, long term goals (career in military or GI bill)
 4. Career - What job will they have after high school? What training is needed for that job?

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Instructional Strategies will include:

- Direct Instruction
- Targeted Feedback
- Reciprocal Teaching
- Collaboration
- Adapting to learning styles and multiple intelligences
- Realia
- Modeling
- Guided and Independent practice
- Partner/ Group work
- Spiraling
- Questioning strategies that look for participation and content understanding

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Assessment Methods will include:

- Type of Questions include:
 - Open Response
 - Multiple Choice
 - Performance Assessment
 - Multiple Choice
- Investigations
- Projects

- Self-assessment
- Portfolios/"Notebooks"
- Ticket out the Doors
- Homework

Platforms include: California Colleges Guidance Initiative (CCGI), EADMS, Google,

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
	Pacing Guide			

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

D. BACKGROUND INFORMATION

The context for the course (optional)

History of Course Development (optional)