

Week One:	Ninth Grade Transition – PAWS Time
Day One	The Syllabus

Goal: Students know the details of the program and how the PAWS Time is designed to be a motivator for students to be more successful

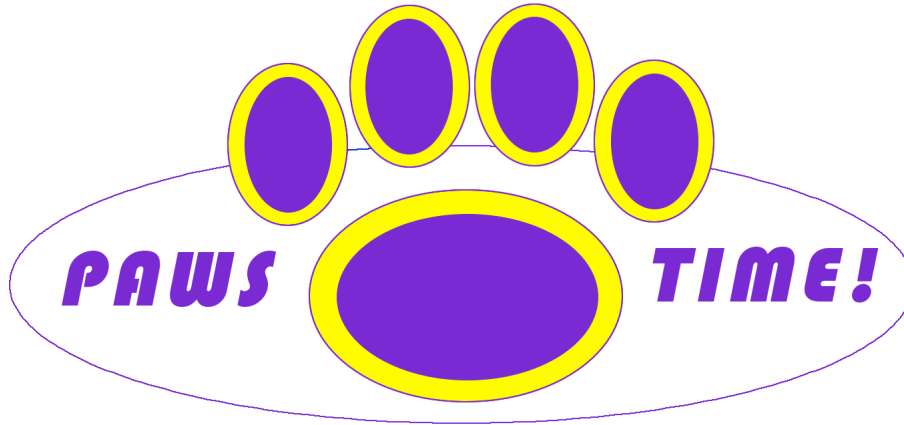
Overview: Students will be given the pertinent details of PAWS Time by the teacher and allowed to ask questions to gain insight.

Time: 15 minutes

Preparation: The teacher will only need to peruse the syllabus and go over the questions to ask students as an ice break!

Steps:

1. Begin this first class session by asking the students if they have ever known someone who has not passed a class.
2. After this the conversation can be directed to how does a student not pass a class. What are the signs of not passing a class? Then the students can be asked how do students feel when they do not pass a class.
3. After this quick intro, move to the syllabus and explain the goals of the PAWS Time focusing on success for all students.
4. Give the students a chance to ask questions about how the system works.



Instructor:

Room #:

Preparation Period:

Phone:

Email (school):

Website:

Objective: The main objective of this extended time is to motivate all students to succeed in all of their classes. We are not allowing failure to be an option anymore.

How it works: Every four and half weeks (progress report timeline) grades will be given to your PAWS Time teacher. Those students who are not passing all of their classes at grade time will be required to stay in PAWS time until the next grading period. This time will include grade and studying reflection and one on one time with your instructor.

Ninth Graders: All ninth graders will be required to stay in their PAWS Time class for the entire first grading period as an orientation and transition to high school. After the first grading period, only those students not passing all their classes will be required to stay in PAWS Time.

Attendance: Attendance and being on time is important in any class, and PAWS Time is not different. The nice part of this class is the fact that you are already here during the class and will not be allowed to leave unless you are meeting standard in all classes. Please refer to your student handbook for more information, and try not to be late or absent.

Week One:	Ninth Grade Transition – PAWS Time
Day Two	Who's Who?

Goal: Students know the appropriate people to go to for information and help in solving a problem.

Overview: Students identify the faces/names that match the list of positions on the handout.

Time: 15 minutes

Preparation: The teachers will need to familiarize themselves with the worksheet provided

Steps:

1. Begin the discussion by asking students who they think will be important to their success in high school besides their teachers who have the most immediate impact.
2. Encourage the students to think about all aspects of their school life. Ask them about sports and clubs that interest them.
3. Distribute the worksheet to the students and have them begin on their own to search, find, and match. Have them use their planner once they become stumped or have them work collaboratively.

Lesson adapted from...

Holmboe, J. and Malone D. (1996) *Focus on the freshmen*. Portland, OR: Jobs for the Future.

Week One:	Ninth Grade Transition – PAWS Time
Day Three	Know Your School

Goal: Students become familiar with the physical layout of the school.

Overview: Students complete a map of the school, identifying important rooms and areas in the school and around the grounds.

Time: 15 minutes

Preparation: The teacher will need to peruse this lesson and the places to be indentified on the map. Use the map provided.

Steps:

1. Ask the students to mentally follow your lead and see if they know where they are in relationship to the school. For example, “Enter the main entrance of the building and take the first left and turn to you immediate right. Where are you?” Of course we know this to be the attendance office, but they will most likely have no clue as to where they are.
2. Handout the maps of the school and ask the students to place a star on where they are currently. Then ask them to locate the following...
 - a. Auditorium
 - b. Gym
 - c. Their science, math, and Language Arts classroom
 - d. One of their elective classrooms: music, art, world languages, vocational education, etc.

3. This is a good time to show them all the entrances and exits of the building. Explain that leaving any entrance during the school day is considered off campus and can result in a detention. Also a good time to discuss off campus privileges is only for 11th and 12th graders in good academic standard and parent permission. Leaving campus anyway also needs an excuse from the attendance office no matter what.
4. Ask the class what kinds of strategies they have found or have heard about to help them get to their classes on time. This is a good time to add any suggestions that you might have to offer if necessary!

Lesson adapted from...

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