

CMS Transition Program

Year - Semester

COURSE NUMBER: 1

COURSE TITLE: Transportation

CATALOG DESCRIPTION: Students will develop the skills needed to utilize public and private modes of transportation to increase their levels of independence. Students will increase their community awareness as they transition from one place to another.

COURSE PREREQUISITES: None required

COURSE RATIONALE: In order to become more capable members of the community, it is necessary for students to be able to access and participate in various community resources and venues. By introducing and involving the students in the process of how to get from one place to another, they will increase their level of independence when accessing their community. It is important that the students will also participate in the planning process of when using transportation.

COURSE OBJECTIVES:

By the end of the course, the students will be able to:

- Explore modes of transportation available in the community
- Demonstrate problem solving skills, including map reading when planning the use of transportation
- Communicate and follow safety rules when accessing different modes of transportation in the community
- Identify community signs

INSTRUCTIONAL METHODS: This course will include a combination of direct teaching, online learning activities through canvas, field experiences, and in-vivo instruction.

Course Topics

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

The instructor will evaluate student performance in the following ways:

Assignment	Points
	10 Points
	10 Points
	10 Points
	30 points
	20 points
	20 Points
	20 Points
	120 Points

Grading Scale:

Rubic

- A- Responds independently, requires little to no prompting, exhibits extraordinary effort, making steady progress on IEP goals and classroom tasks.
- B- Requires prompting and reminders, needs repeated opportunities, making steady progress on IEP goals and classroom tasks.
- C- Requires ongoing support to gain answers, needs multiple opportunities over a number of days, making variable progress on IEP goals and classroom tasks.
- U- Requires full physical assistance, limited progress on IEP goals and classroom tasks.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

You are responsible for all announcements made during the course. Therefore it is very important to check for new announcements on a frequent basis.

Classroom Disposition and Participation

Course Rules:

1. Attend class on a regular basis
2. Be attentive to your instructor and peers
3. Be an active participant
4. Complete assignments on time

Everyone is expected to be respectful of others. Diversity in all areas (including differences of opinion) will be honored during class and class discussions. Students are expected to be on time, be prepared, and participate actively in discussions.

Your contributions to the class are a vital part of your educational process. Participation will include projects, discussions, questions and answers, and sharing of ideas, observations, and concerns. Your ideas and opinions are always welcome in this class. Students are expected to use class time effectively and responsibly. Professional behavior is expected of students within the classroom as well as in school settings. Professional behavior includes maintaining a positive attitude; respecting the confidentiality of classmates, families, and children; listening respectfully to others, and using appropriate channels to express concerns. Professionals attempt to solve problems constructively and maturely. Active listening to speakers and focusing on class discussions are also forms of professional behavior.

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcomed. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussion seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further. (<http://www.legal.uncc.edu/syllabus.html#disability>)

Course Calendar

Week	Topic	Key Points	Assignments	Pts.
1	Intro to Transportation	<ul style="list-style-type: none"> ● Prior knowledge of transportation ● Modes of transportation ● Community signs ● Purpose of transportation ● Exploring artifacts 	<ul style="list-style-type: none"> ● Sound bingo ● Graphs- How did you get to school? and Who has been where? ● Community signs- practice “walk” and “don’t walk”, school scavenger hunt, worksheet ● Explore artifacts (helmet, bus ticket, seat belt, keys, lifejacket, shoes, reflector, map) ● Community Sign Action Game ● Scavenger Hunt 	
2	Intro to Maps	<ul style="list-style-type: none"> ● Identify a map ● Identify parts of a map ● Practice using a map 	<ul style="list-style-type: none"> ● Create a Map of the classroom ● Use the map of the classroom to find the ‘treasure’ ● Create a map of the school ● Use arrows to direct each other to locations in the school ● Replicate the arrows used for directing on the school map 	
3	Walking	<ul style="list-style-type: none"> ● Walking Vocabulary ● Keeping safe ● How to Cross the Road 	<ul style="list-style-type: none"> ● Walking Vocabulary ● The Do’s and Don’ts of walking - SmartBoard and Worksheet Activity ● Safe versus unsafe ● Steps to crossing the street 	
4	Walking	<ul style="list-style-type: none"> ● Walking Vocabulary ● How to Cross the Road ● Keeping safe ● Using GPS to access your local community 	<ul style="list-style-type: none"> ● Steps to crossing the street ● Practicing Crossing the Street ● Map Skills - Using GPS/Pokemon Go App 	
5	Buses in general	<ul style="list-style-type: none"> ● Safety on the school bus ● Safety on the city bus ● Bus vocabulary 	<ul style="list-style-type: none"> ● Safety Rules on a School Bus ● Riding the Bus story ● Venn Diagram to show the differences between a city bus and school bus 	

6	Transit ID	<ul style="list-style-type: none"> ● Personal information ● My photograph ● Identification Cards 	<ul style="list-style-type: none"> ● Completing a personal information card ● Having your picture taken ● Getting a Transit ID 	
7	Using to the City Bus	<ul style="list-style-type: none"> ● The steps to riding a bus ● Reading a Bus Stop Sign ● Nearest Bus Stop ● Paying for your ticket 	<ul style="list-style-type: none"> ● Identifying closest stop with CATS map/ Bus Schedule ● Exploring Bus Stop Signs ● Preparing your money with the money jig- exact change ● Asking for a destination stop 	
8	Taking the City Bus	<ul style="list-style-type: none"> ● Taking the correct items into the community ● Paying the fare ● Where to sit on the bus ● Communicating with the bus driver ● Practicing the appropriate social skills when in a community setting 	<ul style="list-style-type: none"> ● Packing the 'must have' items you need to take with you ● Making sure you have the right amount of money for the bus fare ● Finding your stop ● Using the city bus 	
9	Riding in a Car	<ul style="list-style-type: none"> ● Passenger Safety ● Emergency Car Kit 	<ul style="list-style-type: none"> ● Do's and Don'ts Worksheet ● Do's and Don'ts sort ● What goes in an emergency car kit 	
10	Special Transportation/ Car Services	<ul style="list-style-type: none"> ● Different Types of Specialized Transportation ● Choosing a specialized/ car service to use ● How to call for a ride 	<ul style="list-style-type: none"> ● Different Car Service Choices ● Getting a journey estimate cost ● Calling for a ride 	
11	Getting lost	<ul style="list-style-type: none"> ● How to ask for help ● Understanding and using a identification card ● Identifying "SAFE PLACE" ● Using a cell phone 	<ul style="list-style-type: none"> ● "Getting Lost" Comprehension Questions ● Personal Fact Sheet ● Role-Play activities (using a cell phone, asking for help) 	
12	Using the Light Rail	<ul style="list-style-type: none"> ● Finding the closest station ● Finding your stop ● Paying for your ticket (one-way or round trip) ● How to ride 	<ul style="list-style-type: none"> ● Identifying closest station with Lynx map ● Lynx Worksheet ● Preparing your money with the money jig 	

13	Taking the Light Rail	<ul style="list-style-type: none"> • Taking the correct items into the community • Using the Light Rail/ Lynx • Making the ticket correct choice • Practising the appropriate social skills when in a community setting 	<ul style="list-style-type: none"> • Packing the 'must have' items you need to take with you • Making sure you have the right amount of money • Using the Light Rail/ Lynx • Using a Lynx Map
14	Riding a Bicycle	<ul style="list-style-type: none"> • What you need to ride a bike • Safe riding rules • Types of Bikes 	<ul style="list-style-type: none"> • Exploring types of bikes • Identifying artifacts linked to a bike • Bike Rules • Trying on a bike helmet • Trying on reflective clothing • Tightening up your clothes • Identifying unsafe cycling
15	Exploring Community Venue Maps	<ul style="list-style-type: none"> • What do you know about maps? • Identifying parts of a map • Comparing different maps • Using a map 	<ul style="list-style-type: none"> • Reviewing what you recall about maps • Exploring the 'You are here' star on a map • Identifying parts of a map • Comparing different maps • Using a map
16	Exploring a community venue	<ul style="list-style-type: none"> • Using a map • Finding the 'You are Here' symbol on the community map • Practising the appropriate social skills when in a community setting 	<ul style="list-style-type: none"> • Visiting a community venue • Using a paper map • Using a board/ community map to find the 'You are here' symbol • Finding certain places shown on the map
17	Planning a Trip into the Community using public transport	<ul style="list-style-type: none"> • Deciding on a destination. • Exploring what modes of transport you can take to get there. • Planning a return journey 	<ul style="list-style-type: none"> • Choosing a place to go • What can/should we take with us • How are we going to get there

		<ul style="list-style-type: none"> ● Planning what to take 	<ul style="list-style-type: none"> ● Exploring different transport maps 	
18	Taking a trip into the community using public transport	<ul style="list-style-type: none"> ● Taking the right things into the community ● Using Public Transport ● Using a map/GPS ● Practising the appropriate social skills when in a community setting 	<ul style="list-style-type: none"> ● Packing the 'must have' items you need to take with you ● Making sure you have the right amount of money ● Using public Transport ● Visiting a community venue ● Using a paper map/GPS 	