

Transitions Supports State Standards

How are New State Standards addressed?

To be competitive in the 21st Century, students must have the knowledge and skills to succeed in and beyond high school. This section explains the relationship between the New State Standards, also known as Common Core Standards and *The Transitions Curriculum*. Both are critically important and needed for students to become literate, productive and successful adults in the US workforce and society. Although *The Transitions Curriculum* is not designed to teach specific standards, it is designed to support and enhance the skills students learn in core courses.

The Transitions Curriculum is aligned with the New State Standards by supporting the focus on college and career with lessons to introduce students to the expectations and skills needed to be successful in college and in their career. There are hundreds of lessons teaching real world application of skills such as decision-making, career preparation and job readiness.

In Volume 1: *Personal Management*, students complete career assessments, research and determine a career goal and prepare for college or training. For example, in Lesson 17, students go deeper by exercising self-determination skills as they prepare and lead their own "Transition Meeting." At the meeting they will commit to a career goal and develop a detailed plan to accomplish that goal. (*Example 1: Volume 1 – pages 226-227*)

17 Practice Making Adjustments to Your Budget

TRANSITION OBJECTIVE

Students will learn how to examine their expenditures and income to make appropriate budget adjustments.

RELEVANCE TO SUCCESSFUL TRANSITION

Once a young person begins to use a budget, it is important to review and analyze how it is working.

INSTRUCTIONAL SEQUENCE

□ STEP 1: Update Journal

I can live with a budget by . . .

□ STEP 2: Convene Roundtable

"Using a budget is important because ____."

□ STEP 3: Advance Organizer

"Today you will analyze your budget and make adjustments."

□ STEP 4: Activity - 15 Minutes

To start the class today, have students write out a paycheck for one week and deposit the funds in their accounts. Use the handout **Paycheck & Deposit**, to write the check and deposit slip. Students record their deposits on the **Savings and Checking Records** from Lessons 6 and 7. You or your assistant act as the banker to give cash and accept deposits.

□ STEP 5: Activity - 30 Minutes

Have students review their savings and checking account balances and the paper money they currently have from class activities. With this information, they should work with their roommates to complete the handout **Check Your Budget**. Remind students to use monthly figures and to divide the appropriate costs of shared expenses with their roommate. To complete the worksheet, students subtract all of their monthly expenses from their total monthly net pay.




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LESSON 17 Write Your Transition Action Plan

UNIT 4

□ STEP 5: Activity - One Class Period

Review the **Career Plan** with the class. Tell students they will demonstrate self-determination skills by writing their goals. Have students use the **Goal List** from their **Meeting Plan** (Lesson 15) to determine three need areas for their **Career Plan**. To complete the **Career Plan**, divide students into common interest groups of no more than four for each group. Based on their goals, students write a need in each of the three sections of the **Career Plan**. Next, they write the action steps they will accomplish to reach their goal. Offer ideas to students as they write their action steps. Remind students to look at the sample plan for Jerry if they need additional ideas. Extra staff or volunteers need to be available to provide ideas and assistance, such as classroom

assistant, counselor, or job developer. Students present a completed plan to their group. Explain that they follow this procedure to practice for their transition/career planning over the next few lessons.

□ STEP 6: Evaluate Outcomes

When I have a plan in mind, I feel " ____."

□ STEP 7: Connecting Activity

Have students go online or visit a career center to find information they need to write action plans for their goals. For example, they could write an action plan to get information about a college or technical school or to get more details about a particular job.

KEY WORDS

issue	goal	action	plan
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MATERIALS AND PREPARATION

- Student Handouts: **Jerry's Goals**, page 194; **Jerry's Transition Career Plan**, page 195; **Transition Career Plan**, page 196.
- Prepare a screen image of handout.
- Assist students with developing their transition career goals.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Listening
- Thinking Skills: Creative Thinking, Decision Making, Problem Solving
- Personal Qualities: Responsibility, Self-Management

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