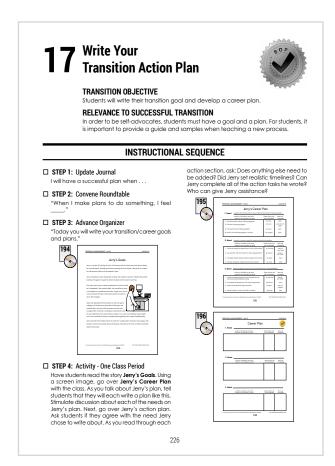
Transitions Supports State Standards

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.

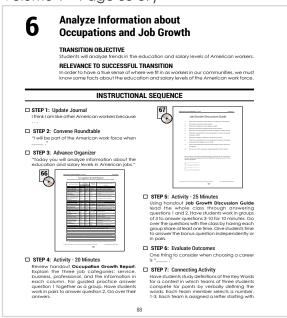
The Transitions Curriculum is aligned with the New State Standards by supporting the focus on college and career with lessons to introduce students to the expectations and skills needed to be successful in college and in their career. There are hundreds of lessons teaching real world application of skills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

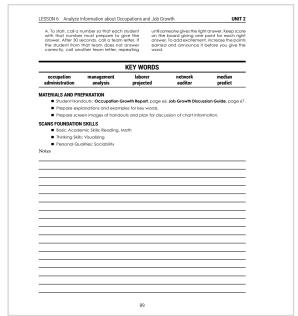
In Volume 1: Personal Management, students complete career assessments, research and determine a career goal and prepare for college or training. For example, in Lesson 17, students go deeper by exercising self-determination skills as they prepare and lead their own "Transition Meeting." At the meeting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



LESSUN 17 Write	Your Transition Action Plan		UNIT 4
Review the Care they will demor wiring their goal from their Meeth three need at complete the Common interfer for each group write a need in the Career Plasteps they will Offer ideas to states. Remind plan for Jerry Extra Staff or vo	ty - One Class Period ter Plan with the class. Tell students that he self-determination skills by the students use the Goal List ng Plan (Lesson 15) career Plan. To areer Plan, nivide students into a groups of no more than the to groups of the control of the to group of the control to group of the control to t	assistant, counselor, or job present a completed plant that they follow this prace their transition/career pla few lessons. STEP 6: Evaluate Outcom When I have a plan in min. STEP 7: Connecting Active Horse states to online or to find information they no plans for their goals. For e write an action plan to ge a college or technical states about a particular judicial subout a particular ju	to their group. Explain to their group. Explain to practice for noning over the next ness d, I feel "" visty visit a career center exed to write action example, they could at information about hool or to get more
	KEY W	/ORDS	
issue	goal	action	plan
Student H Career Pla Prepare o	PREPARATION andouts: Jerry's Goals, page 19- un, page 196. screen image of handout. lents with developing their transit	·	page 195; Transition
Career Pla Prepare of Assist stud SCANS FOUNDATI	andouts: Jerry's Goals , page 19- in , page 196. Is screen image of handout. Jents with developing their transit	ion career goals.	page 195; Transition
Student H Career Pla Prepare a Assist stud SCANS FOUNDATI Basic Aca Thinking S	andouts: Jerry's Goals, page 19- in, page 196. Is screen image of handout. Ients with developing their transit ON SKILLS	ion career goals. tening taking, Problem Solving	page 195; Transition
Student H Career Pk Prepare o Assist stud SCANS FOUNDATI Basic Acc Thinking S Personal (andouts: Jerry's Goals, page 19- 10, page 196. Is creen image of handout. Ients with developing their transit ON SKILLS Odemic Skills: Reading, Writing, Lis kills: Creative Thinking, Decision N	ion career goals. tening taking, Problem Solving	page 195; Transition
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Lessons in *The Transitions Curriculum* supports the New State Standards with research-based strategies such as Bloom's Taxonomy's higher order thinking skills to increase reasoning, decision-making, problem solving and creativity. For example, students will use skills from ELA Standard-Reading for Information-Standard 10 and Math Standard-Statistics & Probability-Interpreting Data-Standard A-4, to read and analyze statistical information about the educational requirements, growth prospects and salary levels of various occupations over the next ten years. (Example 2: Volume 1 – Page 88-89)





The Transitions Curriculum supports the New State Standards by demonstrating for students how acquired skills can be employed to resolve real life problems. One example, Lesson 17 in Volume 3, involves students in problem solving related to developing and analyzing a complex budget, (Example 3: Volume 3 - page 160-161). The intent of the New State Standards, to prepare students for college, career and the global economy through increased higher order thinking is supported and implemented throughout The Transitions Curriculum.



