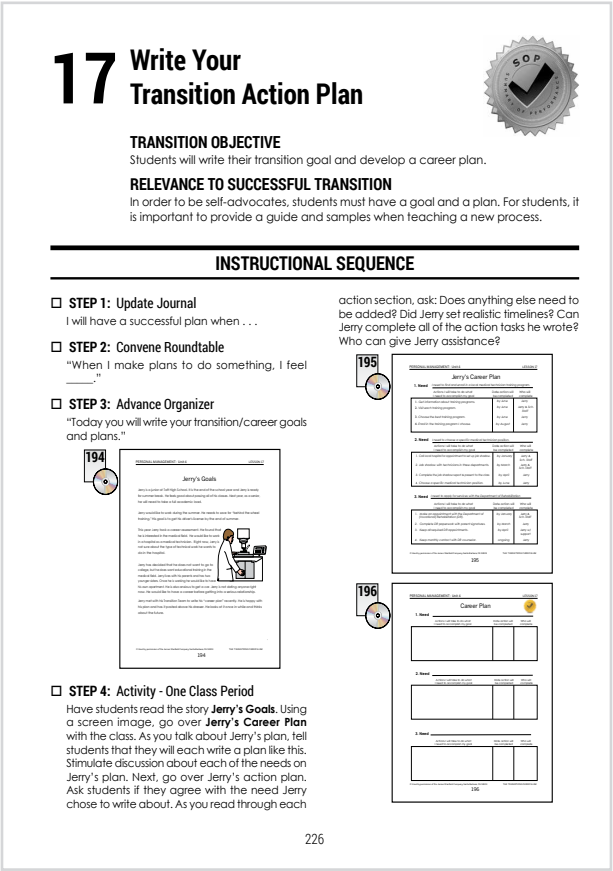
Transitions Supports State Standards

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 Write Your Transition Action Plan

TRANSITION OBJECTIVE
Students will write their transition goal and develop a career plan.

RELEVANCE TO SUCCESSFUL TRANSITION
In order to be self-advocates, students must have a goal and a plan. For students, it is important to provide a guide and samples when teaching a new process.

INSTRUCTIONAL SEQUENCE

☐ **STEP 1: Update Journal**
I will have a successful plan when . . .

☐ **STEP 2: Convene Roundtable**
"When I make plans to do something, I feel _____."

☐ **STEP 3: Advance Organizer**
"Today you will write your transition/career goals and plans."

☐ **STEP 4: Activity - One Class Period**
Have students read the story **Jerry's Goals**. Using a screen image, go over **Jerry's Career Plan** with the class. As you talk about Jerry's plan, tell students that they will each write a plan like this. Stimulate discussion about each of the needs on Jerry's plan. Next, go over Jerry's action plan. Ask students if they agree with the need Jerry chose to write about. As you read through each action section, ask: Does anything else need to be added? Did Jerry set realistic timelines? Can Jerry complete all of the action tasks he wrote? Who can give Jerry assistance?

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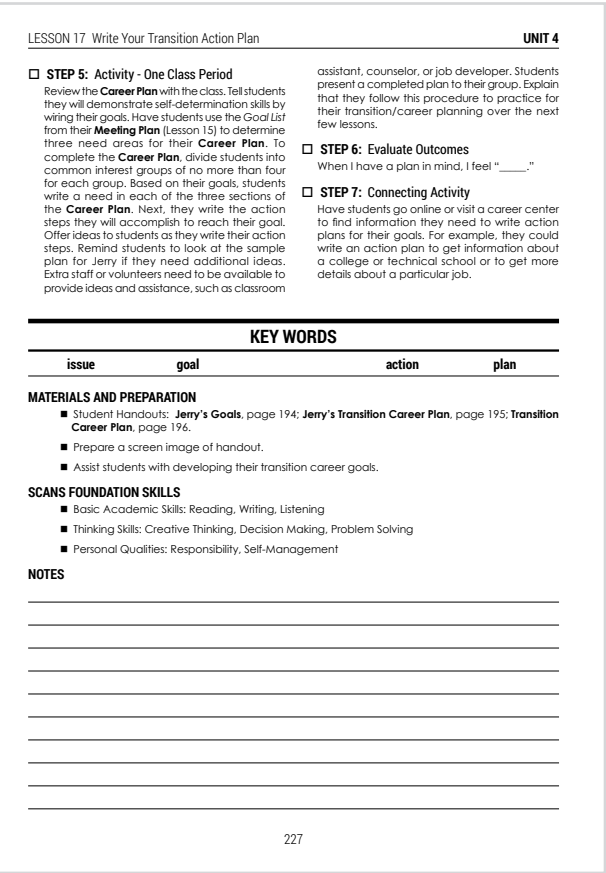

LESSON 17 Write Your Transition Action Plan **UNIT 4**

☐ **STEP 5: Activity - One Class Period**
Review the **Career Plan** with the class. Tell students they will demonstrate self-determination skills by wiring 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

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

NOTES

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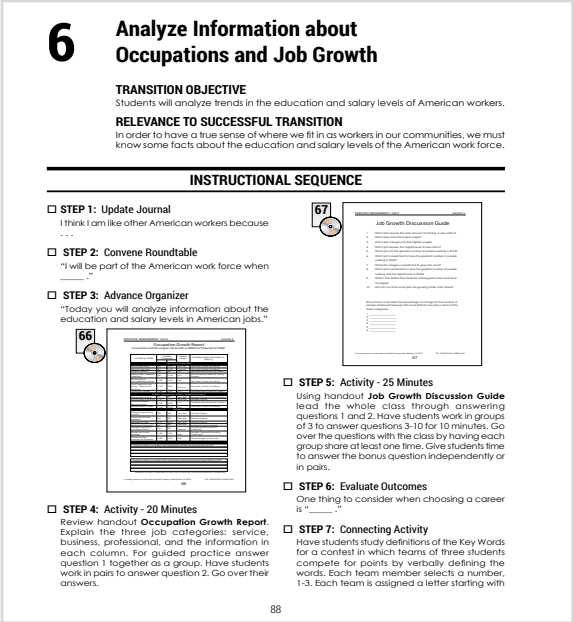
Lessons in *The Transitions Curriculum* supports the New State Standards with research-based strategies such as Bloom's Taxonomy's higher order thinking skills to increase reasoning, decision-making, problem solving and creativity. For example, students will use skills from ELA Standard-Reading for Information-Standard 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)



6 **Analyze Information about Occupations and Job Growth**

TRANSITION OBJECTIVE
Students will analyze trends in the education and salary levels of American workers.

RELEVANCE TO SUCCESSFUL TRANSITION
In order to have a true sense of where we fit in as workers in our communities, we must know some facts about the education and salary levels of the American work force.

INSTRUCTIONAL SEQUENCE

☐ **STEP 1: Update Journal**
I think I am like other American workers because . . .

☐ **STEP 2: Convene Roundtable**
"I will be part of the American work force when _____."

☐ **STEP 3: Advance Organizer**
"Today you will analyze information about the education and salary levels in American jobs."

☐ **STEP 4: Activity - 20 Minutes**
Review handout **Occupation Growth Report**. Explain the three job categories: service, business, professional, and the information in each column. For guided practice answer question 1 together as a group. Have students work in pairs to answer question 2. Go over their answers.

☐ **STEP 5: Activity - 25 Minutes**
Using handout **Job Growth Discussion Guide** lead the whole class through answering questions 1 and 2. Have students work in groups of 3 to answer questions 3-10 for 10 minutes. Go over the questions with the class by having each group share at least one time. Give students time to answer the bonus question independently or in pairs.

☐ **STEP 6: Evaluate Outcomes**
One thing to consider when choosing a career is "_____."

☐ **STEP 7: Connecting Activity**
Have students study definitions of the Key Words for a contest in which teams of three students compete for points by verbally defining the words. Each team member selects a number, 1-3. Each team is assigned a letter starting with

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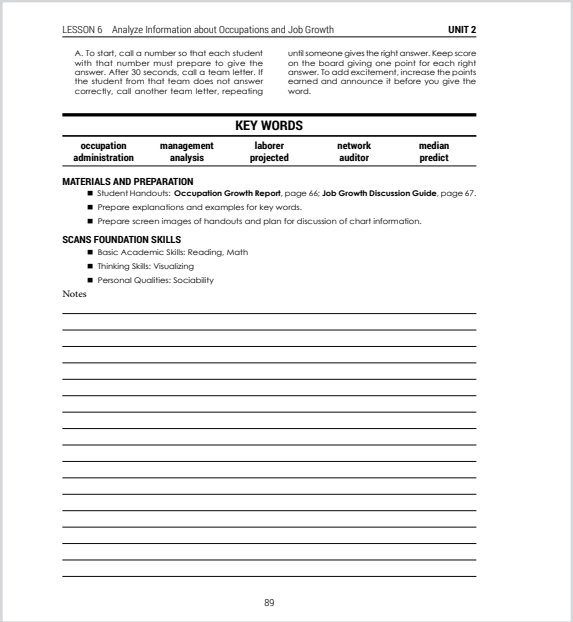

LESSON 6 Analyze Information about Occupations and Job Growth **UNIT 2**

A. To start, call a number so that each student with that number must prepare to give the answer. After 30 seconds, call a team letter. If the student from that team does not answer correctly, call another team letter, repeating until someone gives the right answer. Keep score on the board giving one point for each right answer. To add excitement, increase the points earned and announce it before you give the word.

KEY WORDS

occupation	management	laborer	network	median
administration	analysis	projected	auditor	predict

MATERIALS AND PREPARATION
- Student Handouts: **Occupation Growth Report**, page 66; **Job Growth Discussion Guide**, page 67.
- Prepare explanations and examples for key words.
- Prepare screen images of handouts and plan for discussion of chart information.

SCANS FOUNDATION SKILLS
- Basic Academic Skills: Reading, Math
- Thinking Skills: Visualizing
- Personal Qualities: Sociability

Notes

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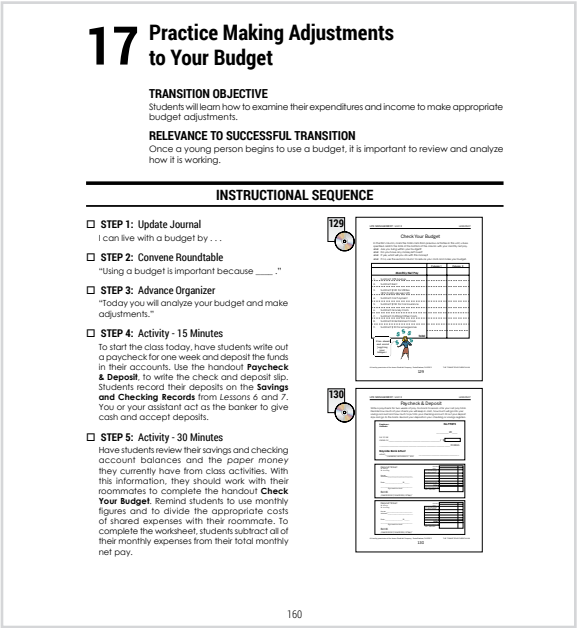
The Transitions Curriculum supports the New State Standards by demonstrating for students how acquired skills can be employed to resolve real life problems. One example, Lesson 17 in Volume 3, involves students in problem solving related to developing and analyzing a complex budget, (Example 3: Volume 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*.



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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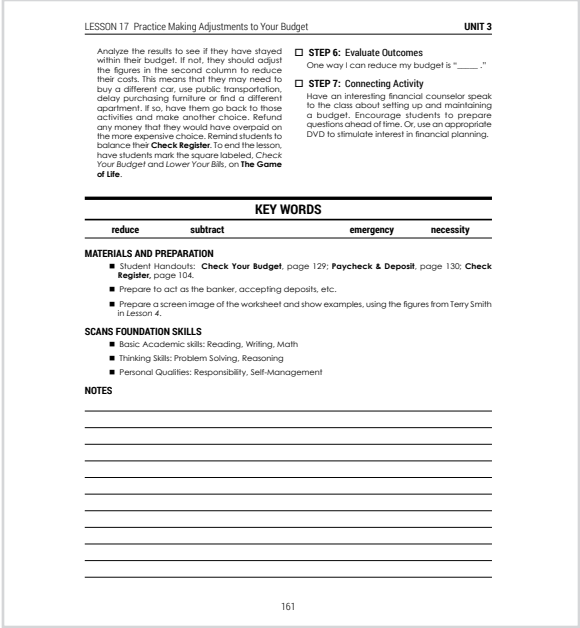

LESSON 17 Practice Making Adjustments to Your Budget **UNIT 3**

Analyze the results to see if they have stayed within their budget. If not, they should adjust the figures in the second column to reduce their costs. This means that they may need to buy a different car, use public transportation, delay purchasing furniture or find a different apartment. If so, have them go back to those activities and make another choice. Refund any money that they would have overpaid on the more expensive choice. Remind students to balance their **Check Register**. To end the lesson, have students mark the square labeled, *Check Your Budget* and *Lower Your Bills*, on **The Game of Life**.

☐ **STEP 6: Evaluate Outcomes**
One way I can reduce my budget is "_____."

☐ **STEP 7: Connecting Activity**
Have an interesting financial counselor speak to the class about setting up and maintaining a budget. Encourage students to prepare questions ahead of time. Or, use an appropriate DVD to stimulate interest in financial planning.

KEY WORDS

reduce	subtract	emergency	necessity

MATERIALS AND PREPARATION
- Student Handouts: **Check Your Budget**, page 129; **Paycheck & Deposit**, page 130; **Check Register**, page 104.
- Prepare to act as the banker, accepting deposits, etc.
- Prepare a screen image of the worksheet and show examples, using the figures from Terry Smith in *Lesson 4*.

SCANS FOUNDATION SKILLS
- Basic Academic skills: Reading, Writing, Math
- Thinking Skills: Problem Solving, Reasoning
- Personal Qualities: Responsibility, Self-Management

NOTES

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