

Transitions Supports Literacy

How is literacy supported?

Students who advance through school with the New State Standards/Common Core Standards become literate individuals mastering skills and abilities to increase success in college, career and adult life. According to the Common Core State Initiative (2012),¹ young people will be able to:

1. Demonstrate independence by becoming self-directed learners who comprehend and evaluate complex texts and use a wide-ranging vocabulary.
2. Build strong content knowledge across a wide range of subjects through research and study demonstrated through writing and speaking.
3. Respond to various audiences by adapting their communication based on the task, purpose and topic.
4. Comprehend and critique through reading and listening with an open mind to discern what the author is communicating.
5. Value evidence by citing specific information from text in either a written or oral interpretation.
6. Use Technology and digital media to enhance learning through reading writing speaking listening and use of language.
7. Understand other perspectives and cultures by appreciating those who represent divergent cultures as well as diverse experiences and beliefs.

The *Transitions Curriculum* reinforces all seven of these skills and abilities. So, to reach a higher level of performance, students should have the advantage of both the standards and *The Transitions Curriculum*. *Transitions* employs core academic skills, but it also imparts its own core skills such as responsibility, self-esteem and self-management centered on learning how to function as an effective adult whether in college, career or community.

To support literacy skills that provide access to college and career skills, *The Transitions Curriculum* provides informational texts with typical ranges from 4th to 6th grade based on the Common Core State Standards "Stretch" Lexile Band.² A variety of examples have been selected from all three volumes of curriculum to demonstrate the 4th to 6th grade level range.

Personal Management:

- Unit 1-Lesson 9

Reading Level:

- 4th-5th Grade

PERSONAL MANAGEMENT: Unit 1

LESSON 9

Eddy Takes Control

Eddy was never happy with himself. Wherever he went, he looked at how other guys his age dressed and acted. He was a good hitter on the baseball team but that still didn't satisfy him. Eddy compared himself to the other team members and never felt he was as good as they were. Instead of making him work harder, these feelings caused him to feel depressed. The longer he felt depressed and discouraged, the worse his hitting became.

Eddy compared himself to others at home and at school, too. In his opinion, Amber, his younger sister, received all of the attention from his parents. She was only five, but he felt that all she had to do was cry and they gave her what she wanted.

At school Eddy also felt a step behind the others. He didn't feel his clothes were as nice, his hair cut was out of style and the list went on. Eddy spent a large amount of time comparing himself with others, thinking he was not as good and feeling down.

When Eddy started thinking about a behavior he could change, he became aware of his "comparing" behavior. With the help of his teacher and work group, Eddy wrote a personal growth goal about this behavior. It wasn't easy for him to look at his behavior and admit to himself that he needed to change.

Once Eddy wrote his goal, he began to notice each time he was comparing himself with someone. As he noticed the behavior, he would stop and say to himself, "That's interesting," or "I wonder why I'm thinking about that." Then he would drop the thought.



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PERSONAL MANAGEMENT: Unit 1

LESSON 9

Eddy Takes Control

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He also learned not to say things like, "There I go again. I'll never learn to stop comparing." He did not punish himself for thinking negatively. Instead, when he noticed these thoughts, he would stop himself and think about something else.

After several weeks, Eddy had cut down on comparing himself to others and was beginning to feel better about himself. After working on his growth goal for two months, his hitting improved and he went out on a date. By this time, Eddy felt happier than ever before! He seldom thought about comparing himself with others. He even started having fun with his little sister.



Directions: Discuss the following questions:

1. What effect did the comparing behavior have on Eddy?
2. Why would this behavior be hard for Eddy to change?
3. How did Eddy give away his control over his own feelings?
4. How did Eddy's life change after he took control of his problem?
5. Why was it important for Eddy to take control and solve his problem?
6. What would you do about this problem if you were Eddy?

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Personal Management:

- Unit 2 - Lesson 7

Reading Level:

- 4th-6th Grade

LESSON 7

Heroes

Mother Teresa

Alicia said her heroine is Mother Teresa. At age 18 she left home and joined an Irish Community of nuns with a mission in India. She later left the mission to set up her own charity to care for the poor, homeless and sick people. Starting in India, with no funds, she set up an open air school in Calcutta where she was born. Her work eventually spread to many other continents, including Africa, Asia and Latin America. She set up her own Missionaries of Society organization that now has many branches and over one million co-workers worldwide. Mother Teresa died in 1997. What does choosing Mother Teresa as a heroine tell you about Alicia?



Martin Luther King

Kile told the class that his hero is Martin Luther King. He chose Dr. King because he stood up for what he believed was morally right. Dr. King gained the admiration of the world because he was willing to speak his opinion even when it caused risk to his life. What does choosing Martin Luther King as his hero tell you about Kile?

Your Hero

Name your hero and give three reasons why this person is your hero.

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Personal Management:

- Unit 3 - Lesson 13

Reading Level:

- 4th-5th Grade

LESSON 13

A Step-by-Step College Guide

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10. Enrolling in a College

Each student is assigned an advisor. The advisor will help determine which courses to take. Meet with this person often. This will keep you from making mistakes with scheduling classes.

Get ready before meeting with your advisor. Go through your *Personal Career Profile* and prepare to share your plans. Share your career plans with the advisor. Be ready to explain your career choice. Talk about experiences that relate to your career.

When meeting with your advisor, ask questions. Be sure to understand all of your options. Ask the advisor to develop a long term plan. This will show the classes you need to take over the next few years. Also ask your advisor to put you in classes with teachers who will be helpful with your specific needs such as large print, more time to read or sitting up front.

11. Next Steps

After you have studied this guide, answer the questions on the worksheet. Questions to Ask when Considering College as an Option. This will help guide your future plans.

If you choose to go to college, even part time, complete the check-sheet, Timeline & "To Do" List for Going to College. This will guide you through your high school activities. You will then be more prepared to attend college. Keep this check-sheet in your notebook or on the wall in your room. Check off each item as you complete the activity.

As you begin to look for a college to attend, use the *Selecting the Right College* guide. This guide will help you look at the advantages and disadvantages for each college. Use this guide to keep score. Then you can make the best decision for you. It is important to go over the guide with your parents as you begin to make your decision.



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THE TRANSITIONS CURRICULUM

Career Management:

- Unit 2 - Lesson 17

Reading Level:

- 4th-5th Grade

Sue's Interview

1. **Sue, will you tell me something about yourself?**

Sue's Sample Answer: "I became interested in medical careers in high school. I heard a person from the hospital talk about working in a hospital. I took a course for medical assistant while I was in high school. My favorite part of the course was the internship. It was in the lab at the hospital. I earned an "A" in that class. That's when I knew I wanted a career as a lab technician. Since high school, I have been taking medical classes at the community college. I've had lab experience in my classes. I have been working part-time at the college medical center. I have done well in my classes and in my job at the medical center. Now, I want to use my skills and work in a hospital."



2. **What experience have you had?**

Sue's Sample Answer: "I have worked part-time in the medical center at the community college. In this job I take vital signs of patients, write information on medical charts, prepare patients for the exam and assist the doctor. I also have had hands-on experience during training in high school and college. During high school I completed a medical assistant course where I had an internship in a hospital lab. I learned to draw blood, give shots and take vital signs. In my college labs, I have had additional experience in these areas as well as learning CPR."

3. **What strengths will you bring to this job?**

Sue's Sample Answer: "I work well with people. I can help patients stay calm. I am dependable. I always get along well with my co-workers. I am also a hard worker and like to finish what I start. I have been asked to work extra shifts at the college medical center. The doctors and nurses know that I am a hard worker."

4. **What are your weaknesses?**

Sue's Sample Answer: "I am very concerned with doing the job right. I guess I can take more time because I check and recheck my work. I would rather work longer hours on my own time to get the job done right."

Sue's Interview

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5. **Why should I hire you?**

Sue's Sample Answer: "I have the training for this job. I have worked part-time in a medical center and I have completed an internship in a hospital lab. I have had excellent reviews on my job. I also earned high grades in my medical courses. I get along well with people and I am very dependable."

6. **What do you plan to be doing in five years?**

Sue's Sample Answer: "In five years I would like to work my way up in this hospital toward a supervisory position. I work well with people. I would like to have more responsibility in the future. I have had some training and am also interested in training others."

7. **What would other people say about your work when I call for a reference?**

Sue's Sample Answer: "People who work with me will tell you that I am dependable, friendly and take my work seriously. Everyone will say that I am a hard worker and loyal to the people I work with. You will also be told that I have had excellent reviews."

8. **Why are you looking for this type of position?**

Sue's Sample Answer: "I liked medical careers and took a medical course in high school. I decided I wanted to be a lab technician. Since high school I have been taking medical classes at the community college. I have also been working part-time at the college medical center and would now like to use my skills and get more experience by working in this hospital."



9. **What sort of pay do you expect to receive?**

Sue's Sample Answer: "What is the salary range for this type of position? I am very interested in this position and my salary would be negotiable."

10. **What days and hours can you work?**

Sue's Sample Answer: "I am available to begin working as soon as the position is available. I can work every day, any shift. I will be taking classes next semester. I would like to be able to adjust my schedule."

Career Management:

- Unit 3 - Lesson 7

Reading Level:

- 4th-5th Grade

Resolving Conflicts

Sarah works for the Allen Construction Company. She is in charge of the office and is responsible for scheduling work sites each day. Hal, one of the workers, always calls in late to get his schedule. Mr. Allen, the owner, is angry with Sarah because Hal blamed her when he went to the wrong site the day before. Sarah knew that Hal blamed her for his failure to call in to get his schedule that morning. Sarah decided to solve the problem directly with Hal that afternoon. Using the four steps, what will Sarah say to Hal?

Step 1: _____
Step 2: _____
Step 3: _____
Step 4: _____

Angela works for ABC Groceries as a cashier. She is disappointed with Laura, a box person, because she doesn't help when it's busy at the checkout counter. Laura doesn't watch to see when things are busy and will collect carts in the lot. Angela wants to talk to Laura before it turns into a problem with the other cashiers. Using the four steps, what will Angela say to Laura?

Step 1: _____
Step 2: _____
Step 3: _____
Step 4: _____

Marcus has been working at UPS for four months. He started driving a delivery truck two weeks ago and has a problem with Tim, one of the loaders. Tim is not stacking the boxes correctly and they shift when Marcus drives his route. Two days ago, three boxes fell on Marcus when he opened the door. He wants to talk to Tim. Using the four steps, what will Marcus say to Tim?

Step 1: _____
Step 2: _____
Step 3: _____
Step 4: _____

Life Management:

- Unit 2 - Lesson 15

Reading Level:

- 4th-6th Grade

LIFE MANAGEMENT: Unit 2

LESSON 15

8 Steps for Managing Time

- 1 Develop Your Mission in Life:** In his book, the *Seven Habits of Highly Effective People*, Stephen Covey states that in order to manage your time, you must first manage your life. To do this, decide what you believe in and what you want out of life. In other words, if you died today, what would you want your family and friends to say about you? What would they say about how you treated other people? Or how you acted? Your next step is to decide what is most important to you. Covey calls this your mission statement.
- 2 Determine Your Roles:** When deciding what is most important, start with the many roles you play in your life. First, you are your own person. You are also a son or daughter, grandson or granddaughter, student and friend. You might be a brother or sister, boyfriend or girlfriend, teammate and employee.
- 3 Develop Your Relationships:** We plan and prepare to build our relationships with family, friends, teachers, classmates, teammates, and co-workers. This includes being caring, thoughtful and respectful of our parents, sisters and brothers, friends and others we know and see on a daily basis.
- 4 Define Your Responsibilities:** In each of your roles, you have responsibilities for how you act. You also have responsibility for how you treat others and what you do for others. It is important to define your responsibilities in each role.
- 5 Determine Your Priorities:** Your priorities determine how you spend your time. You can begin to manage your time based on your mission in life and your responsibilities in each of your roles. By staying true to your mission statement and your roles and responsibilities, you will manage your time more effectively.
- 6 Set Your Goals:** In this step, you will set goals to make your life what you want it to be. Look at your mission statement, your roles, responsibilities and priorities. Now, set your goals.
- 7 Make and Follow Your Schedule:** To manage time, Covey says we must put our energy into planning and preparation. To make a schedule, you first need to give yourself time for planning and preparing. Here are the kinds of things you will build into your schedule:
 Keeping your things clean, organized and put away
 Making time for chores and homework
 Spending time with family and friends for fun activities
 Making time to thank people and to help others
 Making time to be a good student or employee
- 8 Review Your Progress:** To be successful, you need to look at your progress each week. Put yourself on the back for things you did well. Change the things that did not go well. Plan your schedule so that you will be successful in all your roles.

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THE TRANSITIONS CURRICULUM

Life Management:

- Unit 3 - Lesson 18

Reading Level:

- 4th-6th Grade

LIFE MANAGEMENT: Unit 3

LESSON 18

Handle Your Money

Amy and Jason were getting married in five months. They were working on a budget that they could live on after they were married. They were both working and had a monthly income of \$1,800. After the wedding, Jason would start his second year in training. His training program cost \$6,000 a year. He already owed \$6,000 on the first year. The local community college had the same training program for only \$700 per year. But Jason didn't think it was as good.

Amy was working full time in a bank. She had \$600 in her savings account. Amy still owed \$350 on a credit card. She was also paying her parents \$500 for her wedding dress. She drove an older model Toyota. It had great gas mileage and the insurance was only \$120 per month. Jason had a beautiful truck with payments of \$350 a month on \$160 per month insurance. It would cost him about \$130 a month on gas to get back and forth to work.

They would like to get an apartment near the Auto Technology training center where Jason was training. The apartments were within walking distance of the bank. Amy would not need to drive every day. They really didn't need a two-bedroom rental for \$1,000. The one-bedroom apartments were \$650 a month, but were very small. Their budget included the following items:

Rent for two-bedroom:	\$1,000
Utilities:	\$130
Jason's truck:	\$450
Insurance:	\$280
Amy's credit card:	\$75
Jason's school loan:	\$90
Amy's wedding dress:	\$50
Groceries & eating out:	\$300
Gas & oil for two cars:	\$190

Total: \$2,565

1. What is the difference in their monthly income and the amount in their budget?
2. Name three ways they could reduce their monthly budget:
 - 1.
 - 2.
 - 3.



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LIFE MANAGEMENT: Unit 3

LESSON 18

Handle Your Money

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Amy and Jason knew their monthly income of \$1,800 would stay the same. They would not get raises for at least six months. Amy and Jason talked about his training program that cost \$6,000 a year. The community college training program was only \$700 per year, but Jason was set on going to the private training program. They decided to keep that in their budget.

Jason asked Amy if she would pay off her credit card and her wedding dress with \$600 savings account. Then they could start saving again and build up the account. This cut their monthly expenses by \$125. They talked about Jason's truck payments of \$350 a month and \$110 per month insurance. It would cost him about \$80 a month for gas to get back and forth to work. If he sold the truck, they could save \$540 a month and he could drive Amy's car for a while. Jason loved his truck and wanted to think about it.

They knew they could save \$150 if they took a one-bedroom apartment. When looking at their food expenses, they thought of a way to save \$75 a month. They would only go out once a week for pizza or burgers. They also would like to save at least \$100 per month. They knew they needed to save at least \$50 a month for emergencies. Their second budget included the following items:

	1st Budget	2nd Budget	3rd Budget
Rent/two-bedroom:	\$1,000	\$650	
Utilities:	\$130	\$130	
Jason's truck:	\$450	\$450	
Insurance on two cars:	\$280	\$280	
Amy's credit card:	\$75	\$0	
Jason's school loan:	\$90	\$90	
Amy's parent loan:	\$50	\$0	
Groceries/eating out:	\$300	\$225	
Gas & oil/two cars:	\$190	\$190	
Savings:		\$100	
Emergency:	0	\$ 0	\$50
Total:	\$2,565	\$2,315	

1. What is the difference in their monthly income and the amount in their second budget?

2. Make a third budget that will fit their monthly income by helping Jason and Amy make different decisions about how they will spend their money.



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