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College and Career Readiness Standards and Research-Identified Transition Skills

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Introduction

Transition skills and academic skills can be taught simultaneously. With this tool, we aligned Common Core College and Career Readiness Standards, Common Core Language Arts Standards, and research-identified skills students need to obtain employment or participate in further education after high school. The activities and annual transition goals are arranged on a continuum to accommodate students with the least support needs to students with more support needs.

We intend this tool to be used as a guide to generate additional annual transition goals using core standards. The examples given may be modified to better suit the students you teach. The measureable statements should be modified to meet the needs of individual students. Similar state standards may be used in place of the Common Core standards.

The research-identified skills derived from two sources (a) Ju, Zhang, and Pacha's (2012) article, "Employability Skills Valued by Employers Important for Entry-Level Employee With and Without Disabilities" and (b) McConnell, Martin, Hennessy, Terry, el-Kazimi, Pannells, and Willis' (2013) article, "Identifying Nonacademic Behaviors Associated with Post-School Employment and Education."

Ju, Zhang, and Pacha (2012) conducted a survey with 68 employers to identify skills deemed essential for entry-level employees. We included the skills identified for individuals with disabilities with the exception of "apply basic math" due to using the Language Arts College and Career Anchor Standards as the guiding principle for this tool.

McConnell et al. (2013) analyzed 30 years of qualitative and quantitative research to create constructs of nonacademic skills associated with post-school education and employment. Each of these constructs has been incorporated into this tool.

References

Ju, S., Zhang, D., & Pacha, J. (2012). Employability skills valued by employers important for entry-level employees with and without disabilities. *Career Development and Transition for Exceptional Individuals, 35,* 29-38. doi:10.1177/0885728811419167

McConnell, A., Martin, J. E., Juan, C. Y., Hennessey, M. N., Terry, R., El-Kazimi, … Willis, D. (2013). Identifying nonacademic behaviors associated with post-school employment and education. *Career Development and Transition for Exceptional Individuals, 36,* 174-187. doi:10.1177/2165143412468147

Table Of Contents

CCSS.ELA-Literacy.CCRA.L.1

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language » 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L9-10.3 English Language Arts Standards » Language » Grade 9-10 » 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Research-Identified Employment and Further Education Skill to be Taught: Use socially acceptable language; show respect for others (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵		⟶ Least Complex
Sample Activities		
Students will use appropriate language and grammar when answering the class phone and simulated situations such as dealing with an angry customer or coworker, handling a phone call for which he or she does not know the answer, taking messages, and responding to email.	Students will use appropriate language and grammar when answering the class phone and simulated situations such as dealing with an angry customer, handling a phone call for which he or she does not know the answer, taking messages, and responding to email.	Students will use appropriate language and grammar when answering the class phone or greeting class guests.
Sample Annual Transition Goals		
The student will use socially acceptable language and grammar when conducting work-related tasks such as answering email, dealing with angry customers and coworkers, and using the phone 5 out of 5 demonstrations.	Students will use appropriate language when answering a phone and taking messages 4 out of 5 demonstrations.	Students will use appropriate language when answering the class phone or greeting class guests 4 out of 5 demonstrations.

CCSS.ELA-Literacy.CCRA.L.2

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language » 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L9-10.2 English Language Arts Standards » Language » Grade 9-10 » 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Research-Identified Employment and Further Education Skill to be Taught: Advocate for oneself (Ju, Zhang, & Pacha, 2012)

Most Complex	← →	Least Complex
Sample Activities		
Students will write a letter or email to advocate for a need. The need may be disability related or not and addressed to a teacher, institution, employer, or community agency.	Students make a phone call to invite an outside agency to the IEP meeting and will take a phone message using standard English capitalization, punctuation, and spelling.	Students will learn to express a need to others. This need could involve one word for self-care, employment accommodations, or educational needs.
Sample Annual Transition Goals		
Given access to a computer, the student will demonstrate command of standard English grammar and usage by composing a letter to advocate for a need, then presenting the letter to the class with 90% accuracy for grammar and usage.	After instruction, Students make a phone call to invite an outside agency to the IEP meeting students and will take a phone message using standard English capitalization, punctuation, and spelling 2 of 3 attempts.	After advocacy instruction, students will express a need to the class using proper English usage with 100% accuracy.

CCSS.ELA-Literacy.CCRA.L.3

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language » 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L9-10.3 English Language Arts Standards » Language » Grade 9-10 » 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Research-Identified Employment and Further Education Skill to be Taught: Critical thinking (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵ ⟶ Least Complex		
Sample Activities		
Students will read an ambiguous company policy such as Recently there was a severe weather alert (level 3 emergency) in the county where I work. Company policy states that if there is a level 3 emergency declared, the day will be unpaid with no disciplinary consequences for not showing up (no point, no pay). Because the level 3 emergency was dropped partway through the day, the company has disciplined all employees who did not come in for work saying that the 'no point, no pay' policy only applies in cases where the level 3 emergency is declared for the entire day. If there is no level 3 emergency then employees should come to work for 'business as usual'. Some arguments may be (1) The policy as-written clearly states no punishment if you do	Students will discuss why certain words are used and different ways to convey meaning to words such as bold, italicized, or exclamation points. They will then read signs found around the school office and library and make a list of the words or directions, pronounce the words with the proper inflection, and describe the meaning the sign is trying to convey. The students will discuss whether the sign could mean something else or be misunderstood.	Students will discuss why certain words are used and different ways to convey meaning to words such as bold, italicized, or exclamation points. They will then read signs found around the work place, pronounce the words with the proper inflection, and describe the meaning the sign is trying to convey. The students will discuss whether the sign could mean something else or be misunderstood.

not come in when there is a level 3 emergency, (2) There was absolutely no guidance in the official policy or related by any other means indicating that the policy changes mid-day if the level 3 emergency is changed, (3) Even if the level 3 emergency is changed mid-day, there is no way for employees to resume 'business as usual' immediately without having come in during the level 3 emergency in the first place. Students will write a letter to the employer explaining whether they agree or disagree with the employees being punished using language from the policy as evidence and suggestions for a policy amendment.		
Sample Annual Transition Goals		
After persuasive speech instruction, students will read an ambiguous company policy, write the meaning of the policy, and present the argument to the class using language from the policy as evidence with 100% accuracy.	The students will make a list of printed directions found around the school office and library, pronounce words from signs found in the workplace with proper inflection, and describe what the sign means 4 out of 5 trials.	The students will pronounce words from signs found in the workplace with proper inflection 2 out of 3 trials.

CCSS.ELA-Literacy.CCRA.L.4

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language » 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.L9-10.4 English Language Arts Standards » Language » Grade 9-10 » 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

Research-Identified Employment and Further Education Skill to be Taught: Ability to learn new skills (Ju, Zhang, & Pacha, 2012)

Most Complex ←		→ Least Complex
Sample Activities		
Students will learn to use context clue strategies such as direct definition, synonym context clues, and antonym context clues to determine meaning of policies in employee handbooks obtained from an internet search using, "employee handbook" as key words.	Students will determine meaning of words used in the workplace, either written or spoken by using context clues.	Students will determine meaning of words used in the workplace, either written or spoken by using context clues.
Sample Annual Transition Goals		
Students will identify meaning of a list of words found in an employee handbook by using context clues with 90% accuracy.	Students will identify meaning of a list of words used in the workplace by using context clues 4 out of 5 times.	Students will identify meaning of a list of words used in the workplace by using context clues 2 out of 3 times.

CCSS.ELA-Literacy.CCRA.L.5

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language » 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L9-10.5 English Language Arts Standards » Language » Grade 9-10 » 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Research-Identified Employment and Further Education Skill to be Taught: Accept criticism; be on time; maintain appropriate appearance (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵————————————⟶ Least Complex		
Sample Activities		
Students will learn the definitions of nuance and figurative language. One example of a work place nuance is the term, "arrive on time." Does this mean arriving two minutes late is ok or does the employer want "on time" to mean arrive 10 min early? Students will also learn nuances in body language. Do crossed arms always mean one is angry? Students need to be able to read nuances of body language and be aware of their own body language to covey acceptance of criticism. Students will role-play these situations. Students will then learn work-related figurative language such as "Drum up business" and "That will never fly." A group presentation demonstrating appropriate and inappropriate body nuances and at least two figurative language phrases will be demonstrated.	Students will learn the definitions of nuance and figurative language. One example of a work place nuance is the term, "arrive on time." Does this mean arriving two minutes late is ok or does the employer want "on time" to mean arrive 10 min early? Students will also learn nuances in body language. Do crossed arms always mean one is angry? Students need to be able to read nuances of body language and be aware of their own body language to covey acceptance of criticism. Students will role-play these situations. Students will then learn work-related figurative language such as "Drum up business" and "That will never fly." Then, they will demonstrate appropriate and inappropriate body nuances and at least 1 figurative language phrase.	Students will learn about nuances and figurative language. One example of a work place nuance is the term, "arrive on time." Does this mean arriving two minutes late is ok or does the employer want "on time" to mean arrive 10 min early? Students will also learn nuances in body language. Do crossed arms always mean one is angry? Students need to be able to read nuances of body language and be aware of their own body language to covey acceptance of criticism. Educators will role-play these situations. Students will then learn work-related figurative language such as "That will never fly." Then, they will demonstrate appropriate and inappropriate body nuances or 1 figurative language phrase.
Sample Annual Transition Goals		
After figurative language and nuance instruction, the	After figurative language instruction, the students will	After figurative language instruction, the students will

students will correctly demonstrate two forms of figurative language and three nuances of body language with 100% accuracy.	demonstrate one nuance of body language and one figurative language phrase that might be used in workplace 4 out of 5 trials.	demonstrate one nuance of body language or one figurative language phrase that might be used in workplace 2 out of 3 trials.

CCSS.ELA-Literacy.CCRA.L.6

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language » 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.L9-10.6 English Language Arts Standards » Language » Grade 9-10 » 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Research-Identified Employment and Further Education Skill to be Taught: Identify effective and ineffective accommodations (McConnell et al., 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
Students will discuss as a class the difference between accommodations and modifications. Each student will take turns telling the class which accommodations work best for them and why they need the accommodations.	Students will learn about accommodations and modifications. Each student will take turns telling the class which accommodations work best for them and why they need the accommodations.	Students will learn about accommodations and modifications. Each student will take turns telling the class one accommodation that works best for them and why they need the accommodation.
Sample Annual Transition Goals		
After discussions regarding accommodations and modifications, the student will express which accommodations work best for him or her and why the accommodations are needed using accurate terminology with 100% accuracy.	After discussions regarding accommodations and modifications, the student will express which accommodations work best for him or her and why the accommodations are needed using accurate terminology with 100% accuracy.	After discussions regarding accommodations and modifications, the student will express or use one accommodation that works best for him or her with 100% accuracy.

CCSS.ELA-Literacy.CCRA.R.1

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.1 English Language Arts Standards » Reading Literature » Grade 9-10 » 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Research-Identified Employment and Further Education Skill to be Taught: Report accurate information regarding one's own disability (McConnell et al., 2012)

Most Complex ←		→ Least Complex
Sample Activities		
Students will research their disability and write a two-page report citing factual information about the disability.	Students will assist to create a binder with pertinent information about their disability, healthcare, and nutrition needs with contact information from at least three agencies that can help with the documented needs. This information can be shared with others and used after high school.	Students will assist to create a one-page document with pertinent information about their disability, healthcare, and nutrition needs with contact information from at least three caregivers. This information can be shared with others and used after high school.
Sample Annual Transition Goals		
Given access to the internet, students will research their disability and write a two-page report citing factual information about the disability from at least three sources with 90% accuracy for content.	Students will assist to create a binder with pertinent information about their disability, healthcare, and nutrition needs with contact information from at least three agencies that can help with the documented needs with 100% accuracy.	Students will assist to create a one-page document with pertinent information about their disability, healthcare, and nutrition needs with contact information from at least three caregivers with 100% participation.

CCSS.ELA-Literacy.CCRA.R.2

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.RI.9-10.2 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Research-Identified Employment and Further Education Skill to be Taught: Read with understanding (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
Students will choose a book, either fiction or nonfiction, that includes a career path of interest. The student will report the central idea of the book and discuss expected and unexpected aspects of the job from the book.	Every workplace has a set of directions for using equipment such as a fax machine, copier, phone, or cash register. Students will read instructions, describe the central idea, then perform the task.	Every workplace has a set of directions for using equipment such as a copier, phone, or cash register. Students will read instructions, describe the central idea, then perform the task.
Sample Annual Transition Goals		
Given access to a library, students will read or listen to a book that includes a career path of interest and report the central idea, themes, and expected and unexpected aspects of the job with 90% accuracy.	Given access to basic instruction manuals or procedures found in the workplace, the student will explain the central idea of the instructions and perform the task 4 out of 5 trials.	Given access to basic instruction procedures found in the workplace, the student will be told the instructions and perform the task 2 out of 3 trials.

CCSS.ELA-Literacy.CCRA.R.3

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.RI.9-10.3 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Research-Identified Employment and Further Education Skill to be Taught: Personal interest in work; listen actively (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
Students will choose a book or short story that includes a major career or life change. They will then analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Next, students will write an essay describing the events that led to the career or life change and what can be learned from the story.	Students will read or listen to a story involving a major career or life change. The students will then discuss what led to the change. Lastly, students will discuss one change that will occur after high school and the events that need to occur for the change to happen.	Students will listen to a story involving a major career or life change. Then, students will discuss one change that will occur after high school and the events that need to occur for the change to happen. Students can point to pictures depicting options.
Sample Annual Transition Goals		
Given access to the library, students will read a book or short story involving a major career or life change and write an essay describing the events that led to the career or life change and what can be learned from the story with 90% accuracy for grammar and usage.	After listening to a story involving a life change, students will identify one change that will occur after high school and the steps that need to occur to make the change happen with 100% accuracy.	After listening to a story involving a life change, students will identify by pointing to pictures, one change that will occur after high school with 100% accuracy.

CCSS.ELA-Literacy.CCRA.R.4

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.RI.9-10.4 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Research-Identified Employment and Further Education Skill to be Taught: Work without direct supervision (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵⟶ Least Complex		
Sample Activities		
Students will independently search the internet for two different types of job postings such as a lawyer and an artist or sales clerk and construction worker and compare the language and connotation used. Students will then write a paragraph analyzing how specific word choices shape the meaning or tone of each job posting. Which skills do the employers want most? How do you know?	Students will be given access to the internet or printed job postings, then choose two very different jobs and tell how the jobs are different based on the words used in the posting. What skills are needed? Which are most important to the employer? How do you know?	Educators will present job posting, students will choose or point at two very different job pictures and tell how the jobs are different using descriptors such as inside/outside, noisy/quiet.
Sample Annual Transition Goals		
Given access to the internet, students will locate two types of job postings and descriptions and analyze how the wording used describes the type of person needed for the job, which skills are most important to the employer with 90% accuracy.	Given access to the internet or printed job postings, students will choose two very different jobs and tell how the jobs are different based on the words used 4 out of 5 times.	After being presented with job postings, students will choose two very different jobs and identify how the jobs are different based on words such as inside/outside, noisy/quiet 2 out of 3 times.

CCSS.ELA-Literacy.CCRA.R.5

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.RI.9-10.5 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Research-Identified Employment and Further Education Skill to be Taught: Use creative thinking (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵⟶ Least Complex		
Sample Activities		
After learning modes of persuasion, (Ethos: Convincing the reader the speaker is trustworthy or an expert on the topic being discussed) students will use the internet to locate for-profit schools, technology centers, and online degrees, and identify the ethos, pathos, and logos of the advertisement. Students will then discuss if the program is a legitimate option or could be taking advantage of people using marketing persuasion.	After learning modes of persuasion, (Ethos: Convincing the reader the speaker is trustworthy or an expert on the topic) students be shown advertisements and webpages of for-profit schools, technology centers, and online degrees, and as a group, identify the ethos, pathos, and logos of the advertisement. Students will then discuss if the program is a legitimate option or could be taking advantage of people using marketing persuasion.	Students will be shown an advertisement for a form of adaptive equipment they use. The educator will lead a discussion to analyze if the advertisement's claims are true. Students will respond yes or no using a communication board, eye gaze, or other form of communication to determine if they agree with the author's claims.
Sample Annual Transition Goals		
After learning modes of persuasion, (Ethos: Convincing the reader the speaker is trustworthy or an expert on the topic being discussed) students will use the internet to locate for-profit schools, technology centers, and online degrees, and identify the ethos, pathos, and logos of the advertisement with 80% accuracy.	After learning modes of persuasion, students will identify the ethos, pathos, and logos of an online degree, training center, or university advertisement with 2 out of 3 attempts with assistance.	After being shown an advertisement for adaptive equipment used, students will respond yes or no using a communication board, eye gaze, or other form of communication to determine if they agree with the author's claims 2 of 3 attempts.

CCSS.ELA-Literacy.CCRA.R.6

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 6: Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.RI.9-10.6 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Research-Identified Employment and Further Education Skill to be Taught: Work well with people from diverse backgrounds (Ju, Zhang, & Pacha, 2012**)**

Most Complex ⟵――――――――――――――――⟶ Least Complex		
Sample Activities		
After reading a story with two distinct point of views such as Romeo and Juliet, students will discuss the story from the two points of view (Montague and Capulets), then brainstorm ways the two groups could have worked together despite their differences. Next, discuss working with people from diverse backgrounds or with people who think or believe differently than you do. Students will make a list of ways they plan to work with different people. How would you work to get along with someone from a different religion? race? country? socioeconomic status? political beliefs?	After reading a story with two distinct point of views, students will discuss the story from the two points of view, then brainstorm ways the two groups could have worked together despite their differences. Next, discuss working with people from diverse backgrounds or with people who think or believe differently than you do. Students will make a list of ways they plan to work with different people. How would you work to get along with someone from a different religion? race? country? socioeconomic status? political beliefs?	After listening to a story with two distinct point of views, the educator will discuss the story from the two points of view, then brainstorm ways the two groups could have worked together despite their differences. Next, the class will discuss working with people from diverse backgrounds or with people who think or believe differently. Students and educators will jointly make a list of ways to work with different people. How would you work to get along with someone from a different race? or country? Or students can respond yes or no to statements on the subject provided by educators.
Sample Annual Transition Goals		
After discussing a story with two points of view, students will make a list including at least three ways to work well with people from other religions, races, countries, SES, and political beliefs with 100% accuracy.	After discussing a story with two distinct points of view, students will report at least one way to work well with people from other religions, races, countries, SES, and political beliefs with 90% accuracy.	After discussing a story with two distinct points of view, as a group, students will report at least one way to work well with people from other races, countries, and SES with 100% accuracy.

CCSS.ELA-Literacy.CCRA.R.7

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.RI.9-10.7 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

 Research-Identified Employment and Further Education Skill to be Taught: View a disability as only one part of life (McConnell et al., 2012)

Most Complex ⟵⟶ Least Complex		
Sample Activities		
Students will read, "Someone to Lean On" by Gary Smith, then watch the 2003 movie *Radio.* Students will then determine details emphasized in each and describe how the details were similar and different. Educators will then have a discussion about how a disability is only one part of who Radio is. What are some of Radio's other traits? Students will then write an essay describing positive traits they have.	Students will listen to, "Someone to Lean On" by Gary Smith, then watch the 2003 movie *Radio*. Students will then determine details emphasized in each and describe how the details were similar and different. Educators will then have a discussion about how a disability is only one part of who Radio is. What are some of Radio's other traits? Students will then discuss positive traits they have.	Students will listen to, "Someone to Lean On" by Gary Smith, then watch the 2003 movie *Radio*. Educators will discuss details emphasized in each and describe how the details were similar and different. Educators will then have a discussion about how a disability is only one part of who Radio is. What are some of Radio's other traits? Students will then discuss positive traits they have.
Sample Annual Transition Goals		
After comparing a movie to the story, students will report details and traits emphasized in each medium and write an essay describing how a disability is only one part of a person and include three positive personal traits they possess with 90% accuracy for grammar and usage.	After comparing a movie to the story, students will report details and traits emphasized in each medium and discuss how a disability is only one part of a person and describe one positive personal trait they possess with 100% accuracy.	After comparing a movie to the story, students will report one positive personal trait they possess with 100% accuracy.

CCSS.ELA-Literacy.CCRA.R.8

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.RI.9-10.8 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Research-Identified Employment and Further Education Skill to be Taught: Negotiate and resolve conflict; ability to solve problems (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
Students will learn to analyze two sides of an argument and determine the validity of the argument. After reading, "The Interlopers" by H. H. Murno, students will analyze the sides of the argument presented in the story. Students will solve the conflict using a conflict resolution process, 1. Describe what each person wants by using, "I feel, For me, My understanding of your wants is," 2. Express cooperative intentions, "May I ask why? What do you mean when you say?" 3. Attempt to understand other perspectives, and 4. Reach a compromise. Students will then role-play the conflict resolution strategy using workplace scenarios.	After reading or listening to a story with conflict, students will analyze the sides of the argument presented in the story. Students will then attempt to solve the conflict using a conflict resolution process, 1. Describe what each person wants by using, "I feel, My understanding of your wants is, For me," 2. Express cooperative intentions, "May I ask why? Can you be more specific? What do you mean when you say?" 3. Attempt to understand the other perspective, and 4. Attempt to reach a compromise. Next, students will role-play the conflict resolution strategy using workplace scenarios.	After reading or listening to a story with conflict, educators will discuss sides of the argument presented in the story. Students will learn to use the conflict resolution process, 1. Describe what each person wants by using, "I feel, My understanding of your wants is, For me," 2. Express cooperative intentions, "May I ask why? What do you mean when you say?" 3. Attempt to understand the other perspective, and 4. Attempt to reach a compromise. Students will then watch the educators role-play the conflict resolution strategy using workplace scenarios and determine whether or not it was successful.
Sample Annual Transition Goals		
After reading, "The Interlopers" students will learn conflict resolution strategies and successfully role-play these strategies using workplace conflicts 4 out of 5 times.	After reading or listening to a story with conflict, students will learn conflict resolution strategies and successfully role-play these strategies using workplace conflicts 2 out of 3 times.	After listening to a story with conflict, students will learn conflict resolution strategies and identify when the strategy works 2 out of 3 times.

CCSS.ELA-Literacy.CCRA.R.9

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.RI.9-10.9 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Research-Identified Employment and Further Education Skill to be Taught: Explain academic situations where assistance is needed; express types of accommodations needed for success; request additional accommodations when encountered with one that does not work; monitor quality of work (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵————————————————⟶ Least Complex		
Sample Activities		
Students will use the internet to look up the history of special education from two sources. The students will then write a paragraph describing the history and include at least one law that led to special education. Next, students will write about academic situations where assistance was needed, accommodations they use, and how they do or should request a different accommodation when the first one does not work.	Students will learn a brief history of special education from at least two sources. Educators will explain IEPs and accommodations. Students will express at least one accommodation they need and how to request a different accommodation.	Students will listen to a brief history of special education from at least two sources. Educators will explain IEPs and accommodations. Students will point to or use a communication board to identify at least one accommodation they need and indentify a different one when the first is not wanted.
Sample Annual Transition Goals		
Given access to the internet, students will use two sources to write a brief history of special and education and include situations where academic help is needed, which accommodations are helpful, and how to request a different accommodation with 85% accuracy for grammar and usage.	After learning about the history of special education, students will express at least 1 accommodation they need and how to request a different accommodation with 100% accuracy.	After learning about special education, students will point to or use a communication board to indentify at least one accommodation they need and indentify a different one when the first is not wanted 2 of 3 attempts.

CCSS.ELA-Literacy.CCRA.R.10

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading » 10: Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.RI.9-10.10 English Language Arts Standards » Reading: Informational Text » Grade 9-10 » 10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Research-Identified Employment and Further Education Skill to be Taught: Understand the importance of putting forth continued effort in school; utilize multiple strategies to stay on task; successfully interact with peers, teachers, and other adults; responsibility in work (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵		⟶ Least Complex
Sample Activities		
Students will be given a college syllabus to analyze. Educators can make a syllabus scavenger hunt. After locating assignments, due date, disability service office information, and other important details, the class will practice calculating grades on different assignments to understand why one should put forth continued effort. Next, discuss office hours and what to do if you miss class in college.	Students will read or listen to rules and regulations for a post-school vocational or education program and discuss the information presented. Students will identify the importance of continued effort, multiple strategies to use to stay on task, and appropriate ways to interact with coworkers.	Students will listen to rules and regulations for a post-school vocational or education program. Educators will discuss the importance of continued effort, multiple strategies to use to stay on task, and appropriate ways to interact with coworkers. Students could also identify appropriate vs. inappropriate methods of completing the above tasks when asked dichotomous questions.
Sample Annual Transition Goals		
After discussing college syllabi and decorum, students will demonstrate the importance of continued effort in school, multiple strategies to use to stay on task, and appropriate ways to interact with professors and classmates with 90% accuracy as demonstrated by a teacher-made rubric.	After discussing post-school programs and decorum, students will report the importance of continued effort in school, multiple strategies to use to stay on task, and appropriate ways to interact with instructors and classmates with 90% accuracy as demonstrated by a teacher-made rubric.	After discussing post-school programs and decorum, students will identify the importance of continued effort in school, multiple strategies to use to stay on task, and appropriate ways to interact with instructors and classmates when given two options 2 out of 3 trials.

CCSS.ELA-Literacy.CCRA.SL.1

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening » 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1 English Language Arts Standards » Speaking & Listening » Grade 9-10 » 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Research-Identified Employment and Further Education Skill to be Taught: Successfully participate in small groups to complete projects (McConnell et al., 2012)

Most Complex ⟵————————⟶ Least Complex		
Sample Activities		
Students will work together to choose a local guest speaker to attend class and talk about their career. The students must determine who will invite the speaker, who will be invited to listen to the speaker, what topics they would like the speaker to discuss, logistics for the speaker (parking, escort to the classroom, parting gift/card). Students will create a "Who does what chart" and projected dates and times for completion.	Students will work together to choose a local service provider to attend class and talk about their agency. The students must determine who will invite the speaker, who will be invited to listen to the speaker, what topics they would like the speaker to discuss, logistics for the speaker (parking, escort to the classroom, parting gift/card). The educator will help the student to create a "Who does what chart" and projected dates and times for completion.	Students will work together to choose a local service provider to attend class and talk about their agency. The students must determine who will invite the speaker, who will be invited to listen to the speaker, logistics for the speaker (escort to the classroom, parting gift/card). The educator will help the student to create a "Who does what chart" by asking dichotomous, "yes/no" questions to obtain the information.
Sample Annual Transition Goals		
After participating in a group project to plan an event for a career speaker, the student will discuss verbally or in writing three things that went well, three things that could have gone better, and what changes should be made before planning the next event with a group of people with 100% accuracy.	After participating in a group project to plan an event for a service provider speaker, the student will identify one thing that went well, one thing that could have gone better, and what changes should be made before planning the next event with a group of people with 100% accuracy.	After participating in a group project to plan an event for a service provider speaker, the student will identify one thing that went well and one thing that could have gone better by answering "yes/no" questions with 100% accuracy.

CCSS.ELA-Literacy.CCRA.SL.2

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening » 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.9-10.2 English Language Arts Standards » Speaking & Listening » Grade 9-10 » 2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Research-Identified Employment and Further Education Skill to be Taught: Participate in the systematic learning of goal setting and attainment; understand the importance of setting and striving for goals (McConnell et al., 2012)

Most Complex ⟵⟶ Least Complex		
Sample Activities		
Using the free Choice Maker lesson package or others, students will learn to set and attain goals. Students will then choose where they would like to work, learn, and live after high school and create a PowerPoint to express how they will accomplish these goals using the steps outlined in the Take Action portion of the lesson package. Their peers, using a teacher-made rubric and feedback form, will evaluate the students.	Students will learn about setting and attaining goals using the free Choice Maker lesson package or other materials and class discussions. The students will either make a PowerPoint or poster with assistance to demonstrate their post-school goals (work, learn, and live) and steps to attain the goals.	Students will learn about setting and attaining goals. The students will either make a PowerPoint, poster with assistance, or identify from a communication board with or without assistance to demonstrate where they would like to work, learn, and live after high school.
Sample Annual Transition Goals		
After learning to set and attain goals, students will create a PowerPoint to describe where they would like to work, learn, and live after high school and the plan to accomplish their goals with 90% accuracy as measured by a teacher-made rubric.	After learning about goal attainment, students will make a PowerPoint or poster to demonstrate where they would like to work, learn, and live after high school and what they need to do accomplish these goals with 80% accuracy as measured by a teacher-made rubric.	After learning about goal attainment, students will either make a PowerPoint, poster with assistance, or identify from a communication board with or without assistance to demonstrate where they would like to work, learn, and live after high school with 100% accuracy.

CCSS.ELA-Literacy.CCRA.SL.3

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening » 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.SL.9-10.13English Language Arts Standards » Speaking & Listening » Grade 9-10 » 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Research-Identified Employment and Further Education Skill to be Taught: Identify situations when positive support people are needed; use help from positive support people only when needed and necessary, recognize the difference between individuals who provide a positive source of support from those who do not; maintain a support network by showing appreciation or reciprocity; Seek help when needed (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵————————⟶ Least Complex		
Sample Activities		
The educator will have students choose pieces of paper out of a bowl that say fiction or nonfiction. Those with the word fiction will make a story that did not actually happen using fallacious reasoning or exaggerated or distorted evidence. They will then tell a story (either true or not true) about a time when the student needed help from positive support people and describe why this person was the right person to help and how appreciation was shown.	Students will learn about point of view and how stories or people can be described differently based on a person's point of view. They will then tell a story from their point of view about a time when the student needed help from positive support people and describe why this person was the right person to help and how appreciation was shown.	Students will learn about point of view and how stories or people can be described differently based on a person's point of view. They will then listen to scenarios from different points of view about a time when a student needed help from positive support people. The students will determine whether this person was the right person to help and if appropriate appreciation was shown by answering dichotomous (yes/no) questions.
Sample Annual Transition Goals		
After learning about distorted evidence, students will tell a story (either true or not true) about a time when the student needed help from positive support people and describe why this person was the right person to help with 100% accuracy.	After learning about speaker's point of view, students will tell a story about a time when the student needed help from positive support people and describe why this person was the right person to help and how appreciation was shown with 100% accuracy.	After the educator describes scenarios from different points of view about a student needing help, students will determine whether the person was the right person to help and if appropriate appreciation was shown by answering dichotomous (yes/no) questions 2 out of 3 trials.

CCSS.ELA-Literacy.CCRA.SL.4

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening » 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.9-10.4 English Language Arts Standards » Speaking & Listening » Grade 9-10 » 4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Research-Identified Employment and Further Education Skill to be Taught: Recognize and correct mistakes; accept authority; integrity/honesty in work (Ju, Zhang, & Pacha, 2012)

Most Complex ←	→ Least Complex	
Sample Activities		
Students will be given different job-related scenarios where employees made mistakes. Students will identify the employee's mistakes and rewrite the scenario describing the correct actions the employee should have taken.	Students will be given different job-related and community-related scenarios where people made mistakes such as showing up late to work and crossing the street without using crosswalks. Students will identify the mistakes and retell the scenario describing the correct actions the person should have taken.	Educators will describe different job-related and community-related scenarios where people made mistakes such as showing up late to work and crossing the street without using crosswalks. Students will identify the mistakes by answering dichotomous (yes/no) questions.
Sample Annual Transition Goals		
Given job-related scenarios, the student will identify and correct mistakes made by the employee 4 out of 5 times.	Given job-related and community-related scenarios such as arriving to work late and jaywalking, the student will identify and correct mistakes made by people 4 out of 5 times.	Given job-related and community-related scenarios such as arriving to work late and jaywalking, the student will identify the mistakes by answering dichotomous (yes/no) questions 2 out of 3 attempts.

CCSS.ELA-Literacy.CCRA.SL.5

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening » 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.SL.9-10.5 English Language Arts Standards » Speaking & Listening » Grade 9-10 » 5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Research-Identified Employment and Further Education Skill to be Taught: Express personal strengths (McConnell et al., 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
After discussing vast personal strengths, students will use technology create a presentation describing at least three personal strengths and how these strengths will be will be beneficial for life after high school.	After discussing personal strengths ("discusses" can include communication devices), students (individually or with the assistance of a friend or caregiver) will identify three personal strengths and use a visual display to convey the strengths to the class. The visual display could include drawings, photographs, PowerPoint, or printed images from the internet.	After discussing personal strengths ("discusses" can include communication devices), students, friends, and caregivers will identify one personal strength and use a visual display to convey the strengths to the class. The visual display could include drawings, photographs, PowerPoint, or printed images from the internet.
Sample Annual Transition Goals		
Given access to technology, the student will express accurate information about three of his or her personal strengths in non-academic settings in a class presentation using digital media with 100% accuracy.	After discussing personal strengths, students (individually or with the assistance of a friend or caregiver) will identify three personal strengths and use a visual display to convey the strengths to the class with 100% accuracy.	After discussing personal strengths, students' friends or caregivers will help the student to identify one personal strength and use a visual display to convey the strength to the class with 100% accuracy.

CCSS.ELA-Literacy.CCRA.SL.6

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Speaking and Listening » 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.SL.9-10.6 English Language Arts Standards » Speaking & Listening » Grade 9-10 » 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Research-Identified Employment and Further Education Skill to be Taught: Discuss post-school goals with the IEP team; actively lead one's IEP meeting; speak so others can understand (McConnell et al., 2012)

Most Complex ←		→ Least Complex
Sample Activities		
Students will demonstrate command of formal English by leading their own IEP meetings. Educators will teach students about their IEP, disability, and strengths by using free resources such as the ME! lesson package, Choice Maker, and I'm Determined website which includes an evaluation rubric for leading an IEP. The students will then lead their IEP meetings and state post-school goals using a PowerPoint, video, script, or one-pager.	Students will demonstrate command of formal English by leading their own IEP meetings. Educators will teach students about their IEP, disability, and strengths by using free resources such as the ME! lesson package, Choice Maker, and I'm Determined website which includes and evaluation rubric for leading an IEP. The students will then lead their IEP meetings and state post-school goals using a PowerPoint, video, script, or one-pager.	Students will demonstrate command of formal English by participating and their own IEP meetings to the maximum extent possible. Educators will teach students about their IEP, disability, and strengths by using free resources such as the I'm Determined website which includes an evaluation rubric for leading an IEP and videos portraying a wide range of students participating in their IEP. The students will actively participate in the IEP meetings by using a one-pager, poster, or communication device.
Sample Annual Transition Goals		
After learning to lead their IEPs, the students will demonstrate command of formal English by appropriately leading their IEP and expressing post-school goals to the team with 90% accuracy as measured by a rubric.	After learning to lead their IEPs, the students will demonstrate command of formal English by appropriately leading their IEP and expressing post-school goals to the team to the maximum extent possible with 70% accuracy as measured by a rubric.	After learning to actively participate in IEPs, the students will demonstrate command of formal English by appropriately participating in their IEP to the maximum extent possible with 80% accuracy by using a one-pager, poster, or communication device as measured by a rubric.

CCSS.ELA-Literacy.CCRA.W.1

English Language Arts Standards » Anchor Standards » English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.WHST.9-10.1 English Language Arts Standards » Writing » Grade 9-10 » 1: Write arguments focused on *discipline-specific content*.

Research-Identified Employment and Further Education Skill to be Taught: Demonstrate job readiness skills, i.e. being on time, completing assigned work, and working cooperatively (McConnell et al., 2012)

Most Complex ← → Least Complex		
Sample Activities		
Students will write an essay describing the job skills they possess such as being on time, completing assigned work, and working cooperatively with others, and back their claims using examples.	Students will write the job skills they possess such as being on time, completing assigned work, and working cooperatively with others, and back their claims by expressing examples.	Students will write or point to the job skills they possess such as being on time, completing assigned work, and working cooperatively with others, and back their claims by expressing examples.
Sample Annual Transition Goals		
Students will write an essay describing the job skills they possess such as being on time, completing assigned work, and working cooperatively with others, and back their claims using examples with 85% accuracy for content and grammar.	Students will write the job skills they possess such as being on time, completing assigned work, and working cooperatively with others, and back their claims by expressing examples 2 out of 3 times.	Students will write or point to the job skills they possess such as being on time, completing assigned work, and working cooperatively with others 2 out of 3 times.

CCSS.ELA-Literacy.CCRA.W.2

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.WHST.9-10.2 English Language Arts Standards » Writing » Grade 9-10 » 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Research-Identified Employment and Further Education Skill to be Taught: Convey ideas in writing (Ju, Zhang, & Pacha, 2012)

Most Complex ←		→ Least Complex
Sample Activities		
The student will create a "one-pager" to explain in writing the process to complete a task in a job situation as if the student is training a new employee. These could include but are not limited to procedures for opening a store, using a fax machine or copier, transferring phone calls, etc.	Students will use technology and assistance to create a "one-pager" to describe preferences. These could include food preferences, mobility preferences such as chair transfer or push assistance, or communication preferences. These one-pagers can be laminated and attached to a wheelchair or on the front of a folder to help others know the best way to assist the student. These one-pagers are very helpful for students with speech impairments.	With assistance from educators, students will use technology or paper to create a "one-pager" to describe preferences. These could include food preferences, mobility preferences such as chair transfer or push assistance, or communication preferences. These one-pagers can be laminated and attached to a wheelchair or on the front of a folder to help others know the best way to assist the student. These one-pagers are very helpful for students with speech impairments.
Sample Annual Transition Goals		
After discussions of written processes, the student will create a "one-pager" to explain in writing the steps to complete a task in a job setting with 90% accuracy for content.	With assistance and access to technology, the student will create a "one-pager" depicting preferences using words and pictures.	With assistance and access to technology, the student will create a "one-pager" by answering yes or no to questions to depict preferences using words and pictures.

CCSS.ELA-Literacy.CCRA.W.3

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.WHST.9-10.3 English Language Arts Standards » Writing » Grade 9-10 » 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Research-Identified Employment and Further Education Skill to be Taught: Adapt to change (Ju, Zhang, & Pacha, 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
Students will write about a time when they had to adapt to change. This could include a software update, a new communication device, a new family member or boss, etc. Students will convey, in writing, why this change was difficult and create a 3-step process they will use in the future to better adapt to change.	Students will express a time when they had to adapt to change. This could include a software update, a new communication device, a new family member, teacher, HTC, etc. Students will create a 3-step process they will use in the future to better adapt to change.	The class will discuss a time when students had to adapt to change. This could include a software update, a new communication device, a new family member, teacher, HTC, etc. Students, with assistance, will create a 3-step process they will use in the future to better adapt to change.
Sample Annual Transition Goals		
The student will convey, in writing, a time when he or she had to adapt to change such as new communication device, a new family member, teacher, or boss, etc., describe why the change was difficult, and create a 3-step process to use in the future to better adapt to change with 90% accuracy for grammar and usage.	The student will express a time when he or she had to adapt to change such as new communication device, a new family member, teacher, or boss, etc., describe why the change was difficult, and create in writing or using a communication device a 3-step process to use in the future to better adapt to change with 100% accuracy.	The student will express a time when he or she had to adapt to change such as new communication device, a new family member, teacher, or boss, etc., and assist in writing or using a communication device a 3-step process to use in the future to better adapt to change with 80% accuracy.

CCSS.ELA-Literacy.CCRA.W.4

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.4 English Language Arts Standards » Writing » Grade 9-10 » 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research-Identified Employment and Further Education Skill to be Taught: Describe personal limitations; describe academic situations where success is experienced; work toward a goal until it is accomplished; continue to work toward a goal after facing adversity; express the desire that career matches interests; stay on task until finished; confidence in work (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ←————————————————————→ Least Complex		
Sample Activities		
Students will write an essay including the following: academic situations where success is experienced, how the strengths can be used in a career that matches interests, possible limitations that would prohibit the goal from being achieved, and strategies for continuing to work toward the goal when faced with adversity.	Students will answer the following prompts and write, type, or communicate the answers to the best of their ability: What do you do well in school?, How can you use what you do well in a job?, What will make the job hard?, and How will you keep working when the job gets hard?	Educators will ask students yes or no questions through a communication board, blinking, etc. to discover what the student does well in school, how a student can use what they do well in a post-school setting, what will be difficult to participate in post-school settings, and what can be done when things are difficult.
Sample Annual Transition Goals		
After essay instruction, Students will write an essay including the following: academic situations where success is experienced, how the strengths can be used in a career that matches interests, possible limitations that would prohibit the goal from being achieved, and strategies for continuing to work toward the goal when faced with adversity with 85% accuracy for content and clarity.	After a discussion about post-school goals, students will answer 2 of the 4 following prompts and write, type, or communicate the answers to the best of their ability: What do you do well in school?, How can you use what you do well in a job?, What will make the job hard?, and How will you keep working when the job gets hard?	After a discussion about post-school goals, students will answer 2 of the 4 questions asked by educators to communicate what the student does well in school, how a student can use what they do well in a post-school setting, what will be difficult to participate in post-school settings, and what can be done when things are difficult, and watch the educator write the answer.

CCSS.ELA-Literacy.CCRA.W.5

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.WHST.9-10.5 English Language Arts Standards » Writing » Grade 9-10 » 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research-Identified Employment and Further Education Skill to be Taught: Obtain a paid job (McConnell et al., 2012)

Most Complex ⟵——————————————⟶ Least Complex		
Sample Activities		
Students will work towards obtaining a paid job by writing and revising a cover letter to better suit three different job postings and address what is most important to each employer.	Students will work towards obtaining a paid job by learning about cover letters, applying for jobs, resumes, and skills needed for specific jobs. They will list or describe the skills they have with assistance, then edit the list to better fit three job postings.	Students will work towards obtaining a paid job by learning about applying for jobs, resumes, and skills needed for specific jobs. They will answer yes or no to a list of skills they have with assistance, then choose skills from the list that can be used in a post-school setting.
Sample Annual Transition Goals		
After cover letter instruction, students will write a cover letter, then revise it to address specific needs of an employer 2 out of 3 attempts.	After interview discussion, students will list skills they possess, then edit the list based on skills needed to apply for three jobs with 80% accuracy.	After employment and volunteer discussions, students will answer yes or no to a list of skills they have with assistance, then choose skills from the list that can be used in a post-school setting with 60% accuracy for participation.

CCSS.ELA-Literacy.CCRA.W.6

English Language Arts Standards » Anchor Standards » English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.WHST.9-10.6 English Language Arts Standards » Writing » Grade 9-10 » 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research-Identified Employment and Further Education Skill to be Taught: Maintain a least one good friend; cooperate with others; basic computer skills (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
Using Google docs or another form of shared technology, students will be paired and jointly write an essay describing how to maintain friendships across time, barriers to maintaining friendships, and solutions to the barriers. Students will then create a 5-minute presentation to the class to share the work.	Using a form of shared technology and class discussion, students will jointly create a presentation describing how to maintain friendships across time, barriers to maintaining friendships, and solutions to the barriers. Students will then create a 5-minute presentation to the class to share the work.	Using a form of shared technology and class discussion, students and educators will jointly create a presentation or poster describing how to maintain friendships across time.
Sample Annual Transition Goals		
Using a document share program such as Google docs, students will collaboratively write an essay describing how to maintain friendships across time, barriers to maintaining friendships, and solutions to the barriers with 80% accuracy for content and usage.	Using technology such as PowerPoint, students will collaboratively create a presentation describing how to maintain friendships across time, barriers to maintaining friendships, and solutions to the barriers with 80% accuracy for content.	Using technology such as PowerPoint, students and educator will collaboratively create a presentation or poster describing how to maintain friendships across time with 50% participation.

CCSS.ELA-Literacy.CCRA.W.7

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.7 English Language Arts Standards » Writing » Grade 9-10 » 6: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Research-Identified Employment and Further Education Skill to be Taught: Make plans and work towards goals; set post-school goals that match skills and interests (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
The student will research three colleges, vocational centers, or programs offering training in a chosen career path. The student will report cost, location, entrance requirements, time to completion, and pros and cons of each program. Next, choose the program best suited for his or her individual needs and explain why. Then, end the essay by explaining the next step the student will take to be admitted into the program.	The student will participate in shared research and writing projects. Each student will identify a career of interest and identify where this career takes place in his or her local community. Educators will lead discussions inquiring how students will prepare for their chosen career. All careers can be combined in a printed careers book for the class or in presentation form to present to vocational services reps or the IEP team.	The student will be presented with career options and locations (outside/inside) and choose a career to watch or try. Students will then express whether they liked or disliked the job or career, would like to pursue the job after school or try a different job or career by responding to yes or no questions.
Sample Annual Transition Goals		
After receiving instruction to cite sources and participation in an interest inventory, the student will three research colleges, vocational centers, or training programs that offer training in the student's chosen career field, compare and contrast the programs, and choose the program best suited for the student and explain why with 90% accuracy for content and parenthetical citations.	After completing an interest inventory, the student will participate in shared research and writing projects by identifying a career of interest to explore and identifying where this career takes place in his or her local community with 100% accuracy.	After the student or caregiver completes an interest or personal preference assessment, students will learn about the suggested careers and express preferences based on acquired knowledge with 100% accuracy.

CCSS.ELA-Literacy.CCRA.W.8

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.WHST.9-10.8 English Language Arts Standards » Writing » Grade 9-10 » 8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Research-Identified Employment and Further Education Skill to be Taught: Successfully participate in community organizations such as sport clubs and social groups; follow instructions (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵		Least Complex ⟶
Sample Activities		
The student will use the internet to identify at least three community groups of interest in which one can be involved after high school including one that involves health and fitness. Students will locate the cost of joining the groups, the dates and time commitments for joining the groups, and who to contact to join the groups.	Educators will hold a class discussion about groups in the community to stay involved after high school. The students will use the internet either individually or as a class to identify at least three community groups of interest in which one can be involved after high school. Students will locate the cost of joining the groups, the dates and time commitments for joining the groups, and who to contact to join the groups.	Educators will hold a class discussion about groups in the community to stay involved after high school. The students will answer yes or no to at least three community groups in which one can be involved after high school. Students and educators will jointly locate the cost of joining the groups, the dates, and who to contact to join the groups to present at the IEP meeting.
Sample Annual Transition Goals		
Given access to the internet, students will identify at least three community groups of interest in which one can be involved after high school and locate the cost of joining the groups, the dates and time commitments for joining the groups, and who to contact to join the groups with 100% accuracy for content.	Given access to the internet, students will identify at least three community groups of interest in which one can be involved after high school and discuss the cost of joining the groups, the dates and time commitments for joining the groups, and who to contact to join the groups 2 out of 3 attempts.	Given two choice options, students will answer yes or no to at least three community groups in which one can be involved after high school 2 out of 3 attempts.

CCSS.ELA-Literacy.CCRA.W.9

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.9-10.9 English Language Arts Standards » Writing » Grade 9-10 » 9: Draw evidence from informational texts to support analysis, reflection, and research.

Research-Identified Employment and Further Education Skill to be Taught: Successfully participate in a career technology or job training program; high regard for safety procedures (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵————————————⟶ Least Complex		
Sample Activities		
Students will write an essay describing what it takes to successfully complete a job training program at a career technology center or other job training program, including safety procedures, by drawing information from the training website, recruitment materials, or other sources.	Educators will discuss what it takes to complete a job-training program and show the class different websites and brochures for the programs. Students will then, as a group, list what it takes to successfully complete the program, including safety procedures, using the information from the program as evidence.	Educators will discuss what it takes to complete a community program and show the class different websites and brochures for local and distant programs. Students and educators will then, as a group, list what it takes to successfully complete the program, including safety procedures, using the information from the program as evidence.
Sample Annual Transition Goals		
Given access to the internet, students will write an essay describing what it takes to successfully complete a job training program at a career technology center or other job training program, including safety procedures, by drawing information from the training website, recruitment materials, or other sources with 90% accuracy for content.	Given access to the internet and information from training programs, as a group, students will describe what it takes to successfully complete a job training program at a career technology center or other job training program, including safety procedures, by drawing information from the training website, recruitment materials, or other sources 3 out of 4 times.	Given access to the internet and information from training programs, as a group, students, with the help of educators, will describe what it takes to successfully complete a community program, including safety procedures, by answering yes or no questions and drawing information from the training website, recruitment materials, or other sources 2 out of 3 times.

CCSS.ELA-Literacy.CCRA.W.10

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing » 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.WHST.9-10.10 English Language Arts Standards » Writing » Grade 9-10 » 10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research-Identified Employment and Further Education Skill to be Taught: Attain at least one annual transition goal; initiative in work; motivation toward work; follow schedules (Ju, Zhang, & Pacha, 2012; McConnell et al., 2012)

Most Complex ⟵————————————⟶ Least Complex		
Sample Activities		
Students will take active roles in IEP planning by first identifying post-school goals (where they would like to work, learn, and live after high school) then, identifying what needs to be learned this year to achieve the post-school goals. Students will write a one-page reflection each month describing their progress toward achieving the annual transition goals and will modify the goals as needed.	Students will take active roles in IEP planning by first identifying post-school goals (where they would like to work, learn, and live after high school) then, identifying what needs to be learned this year to achieve the post-school goals. Students will write about or discuss their progress toward achieving the annual transition goals each month and will modify the goals as needed.	Students will work toward creating a consistent signature for important documents. They will practice this signature at least once a month during the school year.
Sample Annual Transition Goals		
After goal writing instruction, students will identify at least three annual transition goals needed to achieve their post-school goals, write reflections documenting progress toward the goals, and achieve 2 of the 3 goals within one academic year.	After goal writing instruction, students will identify at least three annual transition goals needed to achieve their post-school goals, write or discuss short reflections documenting progress toward the goals, and achieve 2 of the 3 goals within one academic year.	Students will write or create a consistent signature for important documents 4 out of 5 trials.