



Transition Topics and Common Core Standards: Teaching Common Core Anchor Standards in the context of Transition

Goal Area: Postsecondary Education and Training - Career / Education Planning

Grade	If you teach this topic:	Students are required to:	Demonstrate these Common core anchor standards	Exhibit/Authentic Assessment
Last Year of High School	State Postsecondary Education/Career Plans	<ul style="list-style-type: none"> Summarize research Create their course of study Demonstrate self determination skills <p style="text-align: center;"><i>Present their plan</i></p>	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> Prepare for and participate in conversations Integrate and evaluate information <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> Present information, finding, supportive evidence Make use of digital media <p>Language: Conventions and Standard English</p> <ol style="list-style-type: none"> Demonstrate command of conventions of standard English grammar and usage 	<ul style="list-style-type: none"> Written Plan Multi-media presentation Present plan verbally State in an Interview Use assistive technology to communicate preferences
	<p>Submit on-line applications for</p> <ul style="list-style-type: none"> Jobs Postsecondary education Training, Financial aid Services: Application to agencies (Benefits, Social Services, DMV, DOR, College DSPS...) 	<ul style="list-style-type: none"> Read and interpret information Reference other information, documents Demonstrate vocabulary skills Write using proper English Submit online documents. 	<p>Reading</p> <p>Key Ideas and Details</p> <p style="text-align: center;"><i>Read closely to determine what the text says explicitly and make logical inferences</i></p> <p>Craft and Structure</p> <ol style="list-style-type: none"> Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> Read and comprehend complex literary and informational texts. <p>Writing</p> <ol style="list-style-type: none"> Write informative/explanatory texts to examine, convey complex ideas, information <p>Production / Distribution of Writing</p> <ol style="list-style-type: none"> Produce clear, coherent writing. <p>Research</p> <ol style="list-style-type: none"> Gather relevant Data. <p>Language</p> <ol style="list-style-type: none"> Demonstrate command of conventions of Standard English grammar and usage when speaking or writing. Demonstrate command of conventions of Standard English capitalization, punctuation and spelling when writing. <p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> Determine or clarify meaning of unknown words. 	<ul style="list-style-type: none"> Print applications Fill in forms Dictate information
	Research electronic and print media to identify education and training requirements for	<ul style="list-style-type: none"> Research sources of information Read and interpret information careers and education/training options Evaluate options based on interests, skills, 	<p>Reading</p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and make logical inferences 	<ul style="list-style-type: none"> Copies of research Copies of reflections Highlight information

	the career pathway or job cluster of interest	talents and preferences. <ul style="list-style-type: none"> Evaluate LMI outlook for career Explore corporate/business websites 	Research to Build and Present Knowledge <ol style="list-style-type: none"> Conduct short as well as sustained research projects. Gather relevant data. Draw evidence from informational text to support research. 	Describe video presentations <ul style="list-style-type: none"> Multimedia presentation Verbal description
Before Last Year in High School	Compare and contrast three careers of high interest to define his/her likes and dislikes about each career and write a short essay to summarize his/her research.	<ul style="list-style-type: none"> Review information about careers using O'NET, My Next Move, CA Career Zone, CA Career Café, California Occupation Guides or videos of people work in local businesses. List tasks, knowledge, skills, abilities, technology used in each career, education/training requirements and personality traits Write a short essay. Topics may summarize information, identify the career of choice and why, compare and contract careers Utilize a checklist, reflection, mind map 	Key Ideas and Details <ol style="list-style-type: none"> Read closely to determine what the text says explicitly and make logical inferences Research to Build and Present Knowledge <ol style="list-style-type: none"> Conduct short as well as sustained research projects. Gather relevant data. Draw evidence from informational text to support research. Production / Distribution of Writing <ol style="list-style-type: none"> Produce clear, coherent writing. Develop and strengthening writing by planning, editing, rewrite. Speak and Listen Presentation of Knowledge and Ideas <ol style="list-style-type: none"> Present information, findings and supporting evidence that listeners can follow the line of reasoning, organization. Make strategic use of digital media and visual displays of data. Adapt speech to a variety of contexts, communicative tasks. Language Conventions and Standard English <ol style="list-style-type: none"> Demonstrate command of conventions of Standard English grammar and usage when speaking or writing. Demonstrate command of conventions of Standard English capitalization, punctuation and spelling when writing. 	<ul style="list-style-type: none"> Print out of research Checklist Essay Interview Mind Map / Reflection Tool Use assistive technology to communicate preferences Course of study of pathway of interest
	Complete three career interest assessments to match his/her interests, skills and talents to possible career goals of interest and submit career information to his/her portfolio and share at IEP meeting.	<ul style="list-style-type: none"> Assess interests using paper-pencil and on-line interest assessments or videos and /or observation of people working in the community. 		
	List three colleges that offer courses that lead to the careers of interest	<ul style="list-style-type: none"> Conduct on line research of colleges (csumentor.org, cacareercafe.com) 		
Early High School /Middle School	Identify the education/training requirements for the career path/job cluster of interest	<ul style="list-style-type: none"> Conduct research of vocational training programs (edd.ca.gov/lmid/training and apprenticeship opportunities: mynextmove.org, CA Career Café). (whodoUwant2B, ManyWaystoWin) ODEP 		
	Identify education and training requirements of businesses on your community.	<ul style="list-style-type: none"> Conduct on line research of local corporations and businesses. Identify education and training requirements Identify opportunities for training through the company or support for continuing education. 		
	Learn about his/her learning strengths, interests and	<ul style="list-style-type: none"> Complete assessments of learning styles and multiple intelligences 		<ul style="list-style-type: none"> Assessments

	preferences by taking learning style, interest and personality inventories and explain			<ul style="list-style-type: none">• Reflection
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