

Guide to Developing Transition-Focused/Standards-Based IEPs and Curriculum

INTRODUCTION

The advent of IDEA 2004 brought many changes to the transition requirements under this federal statute, ranging from accountability to requiring a Summary of Performance document when students exit from secondary school service. In addition, IDEA 2004 has clarified and emphasized transition in the IEP process. These changes will have a positive impact on the development of the individualized plan for specialized instruction and the delivery of individualized educational services to transition-aged special education students.

Fortunately, developing transition-focused IEPs and providing meaningful transition skills development for students is not mutually exclusive in a standards-based learning environment. In fact, standards legitimize transition skill training through clear expectations and outcomes.

This guide is divided into areas that address:

- the changes in transition requirements under IDEA 2004;
- a step-by-step process to develop transition-focused/standards-based IEPs/curriculum activities that meet the new requirements under IDEA 2004;
- the creation of a Student Summary of Performance (SSOP);
- An “Idea Starter” section: an index of activities that can be implemented in an inclusive general education setting, middle through high school, for merging transition skill development into a standards-based instructional environment. This section is broken down into the four broad areas of transition: Employment: Post-Secondary Education/Training; Independent Living; Community Participation. *For your convenience, five suggested activities from the index are developed into full-blown lesson plans to illustrate how to fully develop the activities listed in the standards-based/transition-focused secondary inclusive general and/or special secondary education classroom.* The standards referenced in the index are from *New Standards*, Vol. 3, National Center on Education and the Economy, University of Pittsburgh, 1997, and are directly aligned with the current GLEs/GSEs being adopted in Rhode Island.

Mark Gunning, Editor

This text is intended to be interactive with users’ contributions being added continuously. Further, this guide was produced on FileMaker Pro software to allow users to sort, add, and amend it for their personal use. Please share your thoughts on this guide and your suggestions of other standards-referenced transition activities that you are using with your students. Also, if you use specific products or a curriculum to address transition needs (with reference to standards), we would be happy to add them to the guide as well.

Please send your suggestions to: Mark Gunning, Statewide Transition Coordinator

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Section I: Major Secondary Education Transition Changes under IDEA 2004

Rhode Island Department of Education Guidelines

The changes under IDEA 2004 have had an impact on the development and implementation of transition plans for students 14 –21. Specific changes have resulted in new requirements: Student Summary of Performance (SSOP), (illustrated by example in **Section IV** of this guide), measurable, transition post-secondary goals, based on transition assessment, and exceptions to re-evaluation. The following is from RIDE's *IDEA 2004 Regulatory Guidelines*, adopted in May 2006.

Topic #7: Secondary Transition – Definition of Transition Program and Services

Transition Services

The term “transition services” means a coordinated set of activities for a child with a disability that:

- * is within a results-oriented process
- * is focused on improving the academic and functional achievement of the child with a disability
- * facilitates the child’s movement from school to post-school activities, including post-secondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services, independent living or community participation;
- * is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and,
- * includes instruction, related services, community experiences, the development of employment and other post-school, adult living objectives, utilizing the community for supports and training
- * targets acquisition of daily living skills and functional vocational evaluation, as appropriate.

Secondary Transition Requirements Remain at Age 14

- Requirements remain in effect for secondary transition beginning at age **14** (or younger, if determined to be appropriate by the IEP team) and updated annually.

Transition Goals Must Be Measurable

- Beginning no later than the first IEP in effect when the child is age **16**, the IEP must include appropriate, **measurable** post-secondary goals, based on **age-appropriate transition assessments** related to training, education, employment and, where appropriate, independent living skills; and the transition services (including courses of study) needed to assist the child to reach these goals.

Exception to re-evaluation

- A re-evaluation is not required* before a child exits from eligibility under special education by exceeding the age eligibility (age 21) or graduating with a regular high school diploma.

Note: (*This does **NOT** mean that a re-evaluation cannot be conducted if an IEP team concludes that re-evaluation is beneficial to the student’s successful transition to post-secondary education/training, employment and independent living/community participation.)

Summary of Performance

- For a child whose eligibility terminates due to exceeding the age of 21, or graduating with a regular high school diploma, an LEA shall provide the child with a Student Summary Performance (SSOP), including recommendations to assist him/her to meet post-secondary goals.

Section II: Developing Standard-Based Transition IEPs

This section is designed for teachers to use in developing *Standards-Based Transition IEPs*. We begin with a brief overview of why the transition process needs to be aligned with standards. This section incorporates a step-by-step process through *Broad Transition Post-School Outcome Statements, Strengths/Needs, Goals/Objectives*, and links to the *Standards in IEP development*.

This approach is drawn from this teacher's approach, combined with the work of Dr. Diane Bassett, of the University of Northern Colorado. Please note that the relevant parts of the IEP are abstracted for the purpose at hand: to provide a *starting basis* for developing Standards-based Transition IEPs. As such, specific IEP elements such as: present level of performance, specific measurability, location of services, person responsible for providing services, time in special needs services, etc. are not addressed.

Why Must the IEP Transition Process Be Standards-Based?

According to Kochhar-Bryant & Bassett (2002), the rationale for aligning the transition process with standards can best be supported by the fact that either done alone incompletely meets the individual educational needs of students, as specified in IDEA:

- **Transition Alone:** Superficial - The IEP generated would be a plan that ignores the requisite skills that students need to acquire to meet transition outcome statements.
- **Standards Alone:** Non-individualized - The IEP generated would not be person-centered, providing nothing contextually relevant. The result would be a program that does not help the student prepare for the individual future he/she wants.
- **A Standards-Based Transition IEP:** High quality education, designed to ensure individualized services and successful post-school outcomes: individualized programs of study that provide rigor and broad curriculum options that blend academic, career-vocational, and community-based learning with on-going supports.

Steps to Create a Standards-Based Transition IEP:

Step 1: After a creating a specific list of the student’s cognitive, academic, social/emotional, and transition strengths and needs, based on the results of Transition Assessments, **begin with a Post-School Outcome Statement in each broad area of transition:** Employment, Post-Secondary Education, Independent Living, and Community Participation. *Include a goal to be accomplished after exiting school in each of these broad areas.*

**Example Transition Area: Post-Secondary Education/Employment for student pursuing employment that requires college education.*

Transition Outcome Statement: Keri wants to attend community college to become a Legal Assistant.

Step 2: Review student’s specific Strengths/Needs as they relate to the post-school outcome statement.

- *identify the strengths that support the outcome statement*
- *identify the needs that must be addressed to fulfill outcome statement*

Example: **List of Keri’s specific Strengths/Needs as they relate to transition outcome statement for Post-Secondary Education/Employment**

STRENGTHS

Cognitive

Solidly Average Verbal Abilities
Logical Verbal Reasoning Skills

Academic

Solidly Average Written Expression

Social/Emotional

Patient
Conscientious
Honest
Seeks Social interaction

Transition

College Prep Course of Study
Identified Career Interest
Completed *Law & Society* Course
Identified Financial Aid Resources
Identified Housing Needs Post-H.S.

NEEDS

Cognitive

Academic

Written Organization
Written Mechanics

Social/Emotional

Transition

No study/research on career of interest
No hands-on exposure to career

- **Strengths Supporting Post-School Outcome Statement:**
Keri wants to attend community college to become a Legal Assistant
Solidly Average Verbal Abilities
Logical Verbal Reasoning Skills
Solidly Average Written Expression
Social/Emotional attributes necessary for career success
College prep Course of Study

Identified Career Interest
Completed *Law & Society* Course
Identified Financial Aid Resources
Identified Housing Needs Post-H.S.

- **Needs to be Addressed to Fulfill Post-School Outcome Statement:**
Keri wants to attend community college to become a Legal Assistant
Written Organization
Written Mechanics
Hands-On Exposure to Career of Interest

Step 3: For each need to be addressed to fulfill the Post-School Outcome Statement, form a goal statement and objectives:

Example: Post-School Outcome Statement:

Keri wants to attend community college:

a) **Need to be addressed to meet the goal:**

Written organization and mechanics skill development must be addressed

Long Term Goal I:

* Keri will improve her writing skills across all subject areas

Short Term Objectives:

- Keri will take *English Skills and Composition* and pass with a “B” or better.
- Given legal and/or historical passages from her U.S. History Class, Keri will write a persuasive, 5-page essay that supports her opinions, as measured by course rubric and student self-evaluation.
- Given unedited articles from the school newspaper, Keri will computer edit and correct errors with 80% accuracy, as measured by cross-checking with editing checklist.

Step 4: Link the Goal/Objectives to the Standard Components:

- **Reading and Writing Standard 2:** (Keri will) read and write for a variety of purposes
- **Benchmark:** (Keri will) write in specialized fields such as career and academic interest areas.
- **Key Component:** (Keri will) interpret meaning, persuade others, gain and apply learning skills, and demonstrate computer literacy.

Example: Post-School Outcome Statement: Keri wants to become a Para-legal

Need to be addressed:

b) Keri needs to get information about the career, where and how you train for it and hands-on exposure to the career,

Long Term Goal II:

Keri will improve her knowledge of her career of interest, and identify viable choices among schools offering preparation for it; she will complete an internship in the career of interest.

Short Term objectives:

- Keri will research her career field of interest to a minimum level of 3 out of 4 on rubric and present gathered information in a multimedia project that includes: power point technology, oral presentation, and a written report that documents research sources.
- Keri will develop a career portfolio (to a minimum level of 3 out 4 on rubric) centered on her career of interest that will include: a cover letter, resume, requests for letters of reference, and thank-you letters to businesses for shadowing/work-based learning experiences.
- Keri will, when given unedited career portfolio functional documents, computer edit and correct errors with 80% accuracy, as measured by cross editing with editing checklist.
- Keri will complete a hands-on internship, working with a mentor, develop a rubric to self-evaluate her work performance and meet a minimum industry standard as measured by employment industry guide, in her career of interest.
- Keri will research schools offering her major of choice to a minimum proficiency level of 3 out of 4 on rubric and present gathered information in a multimedia project that includes: power point technology, oral presentation, and a written report that documents research sources.

Step 4: Link the Goal/Objectives to the Standards:

- **Research-A3a** - the student gathers information to assist in completing project work
- **Preparation-A2c** - the student develops a multimedia presentation, combining text, images, and/or sound.
- **Presentation-A2a** - the student gives an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter.
- **Reflection-E2f** - the student produces a reflective essay.
- **Learning and Self-management Tools and Techniques-A4a,b,c** - the student learns from models, consults and observes, and reviews own progress in completing work activities and evaluates own performance.
- **Functional Documents-E7a** - the student critiques functional documents with an eye to strategies common to effective functional documents.
- **Functional Documents-E7b** - the student produces functional documents appropriate to audience and purpose.
- **Conventions, Grammar, and Usage of the English Language-E4a** - the student independently and habitually demonstrates an understanding of the English language . . . demonstrating control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

Section III: Developing Standards-Based Transition Curriculum

Developing a standards-based, transition-centered curriculum can be achieved in various ways. In this section, two approaches are illustrated. Depending upon a given teacher's perspective, the role of the special educator in developing curriculum, and the domain and content specifics to be addressed, either of the two approaches is a potentially effective model.

Method I: Applying Standards to Ideas

Developed by Dr. James R. Patton (2004), this method employs four key steps:

1. *Start with the targeted curriculum.*
2. *Identify the functional topics*
3. *Select/align with content standards, benchmarks and, ultimately, assessment.*
4. *Evaluation*

As an example of how this method works, Dr. Patton illustrates with a selection from a middle school social studies text addressing the broad topic: *How did the Spanish conquer Mexico and Peru?*

References to *diseases that killed scores of natives in these two countries*, and to the fact *that many Spaniards, at that time, chose to become soldiers for their life careers* are within this chapter section.

From this starting point, Dr. Patton begins an “infusion” process to plan quick activities (“infusion bursts”) to integrate into the curriculum. These “bursts” are based on ideas generated by the targeted curriculum that address functional transition topics:

1. *Start with the Targeted Curriculum:*
Social Studies Chapter 4: **The Thirst for Gold:** *How did the Spanish conquer Mexico and Peru?*
2. *Identify the functional topics:*
 - a) How to prevent disease
 - b) How do people choose their careers?
3. *Select/align with content standards, benchmarks & ultimately assessment:*
 - **History Standard 4:** Student will identify and explain the consequences of scientific and technological changes;
 - **Science Standard 6d:** Student acquires information from multiple sources, such as print, the internet, computer databases, and experimentation.
 - **Economics Standard 2:** Student describes the characteristics that make the US economy a mixed economy;
 - **Applied Learning Standard A3a:** Student gathers information to assist in completing project work.
4. *Evaluate:*
Teacher-generated grading rubric

Or, seen in another way:

Applying Standards to Ideas
Curricular Reference: (Social Studies material) **Grade Level:** Middle

List ideas using life skills that relate to the curricular material	What is the activity?	How does the activity link to the curricular reference?	What will the teacher do?	What will the students do?	Standards, Workplace skills
<i>How to prevent illness</i>	Multimedia research project	New diseases killed people throughout the world	Provide template, provide questions, guide research process	Gather research; develop PowerPoint presentation; present project; class discussion; presentation summary	History Standard 4- Using resources, Science Standard 6d - research, interpreting; self-management
<i>How do people choose their careers</i>	Discussion and internet job search	Spanish soldiers decided to become soldiers for life	Generates questions about finding out about jobs and shows how to search the internet.	Student searches on internet for job of his choosing; completes form describing career	Economics Standard 4 Applied Learning A3A- computer literacy, evaluating, writing

C.Patton and Bassett, 2004

An expanded approach to utilizing Dr. Patton's method

Comprehensive, three-hour professional workshops in transition, conducted in Providence Schools and in secondary schools supported by the Rhode Island State Improvement Grant (RISIG), 2003-2007, provided an opportunity for teacher feedback regarding Dr. Patton's and Dr. Bassett's approaches. On the basis of the requests of a significant number of workshop participants, both approaches were expanded* to facilitate teacher use: The following is Dr. Patton's approach expanded into a ten-step process:

Expanded Steps to Develop Transition-Focused/Standards-Based Curriculum – Patton

Adapted by M. Gunning, 2004

Applying Standards to Ideas:

- Step 1:** Start with the targeted Curriculum
- Step 2:** Identify a fact or section from the curriculum that can be linked to one of the four areas of Transition (Employment, Post-Secondary Education/Training, Independent Living, Community Participation)
- Step 3:** Create a functional Transition topic whereby a student can explore his personal outcomes in this area.
- Step 4:** Identify the classroom activity
- Step 5:** State how the activity relates to the curricular reference
- Step 6:** Identify what the teacher will do
- Step 7:** Identify what the students will do
- Step 8:** Identify the standards that will be addressed
- Step 9:** State how you know the standard has been mastered
- Step 10:** Identify the workplace competencies that will be addressed

Method II: Applying Ideas to the Standard

Developed by Dr. Diane S. Bassett (2004), of the University of Northern Colorado, this method employs four key steps: _____

1. *Start with content standard*
2. *Identify unit or lesson plan*
3. *Identify functional topics*
4. *Evaluate*

As an example of how this method works, Dr. Bassett illustrates by choosing a standard from middle school life science:

1. *Start with the standard:* **Life Science 3.3:** Student will compare and contrast characteristics of treatments of various types of medical problems.
2. *Identify unit or lesson plan:* Medical problems: Address treatment of real medical problems; treatment of a common malady; and characteristics of medical problems.
3. *Identify functional topics:* Knowing about first aid; treating a common illness (e.g., a cold); knowing your medical history
4. *Evaluate:* Assignment Rubric

Applying Ideas to the Standard

Standard Reference: 3.3 (Life Science)

Grade Level: Middle Grades

Benchmark: Student will compare and contrast characteristics of treatments for various medical problems.

List ideas using life skills to address the standard	What is the activity?	How does the activity link to the curricular experience?	What will the teacher do?	What will the students do?	How will you know the standard has been mastered?	What workplace competencies will be addressed?
<i>Knowing about first aid</i>	Developing a first aid kit	Addresses treatment of real medical problems	Research what belongs in a first aid kit & bring a sample kit to class	Students check a list against the supplies they have at home.	Students will generate a list of needed supplies	<ul style="list-style-type: none"> • Planning • Using resources • Thinking
<i>Treating illness (e.g. a common cold)</i>	Research activity	Addresses treatment of a common malady	Bring in a compendium of treatments	Students research a treatment option.	Students will submit a written report of findings	<ul style="list-style-type: none"> • Reading • Evaluating • Problem solving
<i>Knowing your medical history</i>	Family Research	Addressed characteristics of medical problems	Teacher will bring in an example of a history form and discuss it.	Students complete self medical histories	Medical histories will be completed (NB: this is kept confidential)	<ul style="list-style-type: none"> • Responsibility • Self-improvement • Speaking (Interviewing)

Patton and Bassett, 2004

An expanded approach to utilizing Dr. Bassett's method:

Adapted by M. Gunning, 2004

Applying Ideas to the Standard

- Step 1:** Start with the standard you wish to meet
- Step 2:** List ideas with functional life-skill applications that address that standard
- Step 3:** Identify the activity
- Step 4:** State how the activity links to the curricular reference
- Step 5:** Identify what the teacher will do
- Step 6:** Identify what the students will do
- Step 7:** State how you know the standard has been mastered
- Step 8:** Identify the workplace competencies that will be addressed

Section IV: The Student Summary of Performance

The Student Summary of Performance (SSOP[®]) is required, as described below, under Individuals with Disabilities Education Act of 2004: *For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.” (Sec. 300.35(e)(3).*

Who receives the Summary of Performance?

Students, and/or their guardians, receive the Summary of Performance, with accompanying documentation, in their final year of high school.

What is the purpose of the Summary of Performance?

The Summary of Performance helps student to access services in post-secondary education and through adult service agencies. The information in the SSOP establishes eligibility for post-secondary accommodations and services, and is also useful in the Vocational Rehabilitation Comprehensive Assessment process. Adult service agencies and higher education institutions may require additional documentation.

When is the Summary of Performance completed?

The SSOP must be provided to students in their final year of high school or eligibility under IDEA, or to those who have dropped out. When the SSOP is completed may vary, depending on the student’s post-secondary goals. A student who is transitioning to higher education may need the SSOP, with additional documentation, for his/her applications. Likewise, this information may be necessary to apply for services from state agencies, such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student’s final year to give agencies or employers updated information on student’s performance. The IEP Team should decide when the SSOP will be completed.

Who writes the Summary of Performance?

While the law states that the Summary of Performance be developed by the Local Education Agency (school district), it is suggested that the team working with the student develop the actual Summary of Performance. The SSOP should be completed by the Teacher, Case Manager and/or other school professionals who are most knowledgeable about the student’s performance and effective accommodations and supports.

Must schools use the Rhode Island form?

The RI Student Summary of Performance is intended to help school districts comply with the IDEA 2004. This tool’s design was based on a model of the Council on Exceptional Children – Division on Career Development and Transition (CEC-DCDT). Districts may choose to develop their own form, but all pertinent information must be included.

In February 2006, the RI Department of Education developed and distributed a protocol to help Rhode Island school districts comply with this requirement. **RI Regional Transition Coordinators are available to help schools complete Summaries of Performance.** Suggestions to improve the RI SSOP are welcome and may be sent to your Regional Transition Coordinator.

Regional Transition Center Contact Information

East Bay Educational Collaborative

317 Market Street, Warren, RI 02885

Phone: 245-2045 Fax: 245-9332

East Providence, Portsmouth, Warren/Bristol, Little Compton, Barrington, Middletown, Tiverton, Newport

Northern RI Collaborative

2352 Mendon Road, Cumberland, RI 02864

Phone: 658-0390 **Fax:** 658-4012

Pawtucket, Central Falls, Johnston, Cumberland, Woonsocket, Lincoln, Burrillville, Smithfield, N. Smithfield, N. Providence

Providence Public Schools – Providence Regional Transition Center

434 Mt. Pleasant Avenue, Providence, RI 02908

Phone: 278-0520 **Fax:** 453-8655

Southern RI Collaborative

646 Camp St., North Kingstown, RI 02852

Phone: 295-2888 **Fax:** 295-3232

N. Kingstown, S. Kingstown, Narragansett, Westerly, E. Greenwich, Exeter/W.Greenwich, Chariho, New Shoreham, Jamestown

West Bay Collaborative

144 Bignall St., Warwick, RI 02888

Phone: 941-8353 **Fax:** 941-8535

Coventry, Cranston, Foster, Glocester, Foster/Glocester Regional, Scituate, Warwick, West Warwick

A Sample of RISSOP's Present Level of Performance - Accommodations/Supports/Strategies

Here is a guide to developing students' SSOPs in the *Post-Secondary Education and Training* and *Employment* areas.*

Transition Area: *Post Secondary Education/Training*

Student's Goal: *Keri wants to attend junior college to earn her degree in Paralegal Studies*

Transition Area: **Employment**

Student's Goal: *Keri wants to be a paralegal and work in a law office.*

Academic <input type="checkbox"/> Reading <input type="checkbox"/> Math <input checked="" type="checkbox"/> Written Language <input type="checkbox"/> Attention/Executive Functioning	Cognitive <input type="checkbox"/> General Ability and Problem Solving <input type="checkbox"/> Learning Skills <input type="checkbox"/> Communication	Social/Emotional & Independent Living <input type="checkbox"/> Social Skills and Behavior <input type="checkbox"/> Independent Living Skills <input type="checkbox"/> Environmental -Access/Mobility <input checked="" type="checkbox"/> <i>Self-Determination/Self Advocacy</i>
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Area	Present Level of Performance	Accommodations, Supports, Strategies
Post Secondary Education/Training A. Written Language*	Written Language Although Keri has strong spelling and written expression skills that support junior college study, and work in the paralegal field, underlying academic deficits in the mechanics of writing and the organization of written text may interfere with success in junior college study and formal work in this career	<ul style="list-style-type: none"> • Use of WORD to prompt recognition of likely errors in writing mechanics • Peer tutoring for written organization • Enrollment in freshman rhetoric/composition classes • Participation in Student Support Services' Tutorial Program • Pre-conference meeting with professors to outline review of organization of essay assignments in all subject areas.
Employment A. Written Language B. Self-Determination**	A. See Post Secondary Education/Training, above. B. Self-Determination: Although Keri has <ul style="list-style-type: none"> • Completed both formal and informal vocational assessments • Expressed love for the law • Identified the paralegal field as her major for college study, 	A See Post Secondary Education/Training, above B. Establish a relationship with the college Career Services office to: <ul style="list-style-type: none"> • Job shadow paralegals at several law offices that practice different types of law. • Generate a list of internet websites where paralegal briefs can be downloaded to study/analyze content, structure, organization and mechanics of paralegal writing. • Apply for internships in this field if she is still interested after job shadowing experience

*Agencies to Assist: I.E. College/University Disability Support Office, Office of Rehabilitation Services, MHRH

List agencies: Junior College Disability Support Office, Writing/Tutorial Center, Adviso

**Agencies to Assist: I.E. College/University Disability Support Office, Office of Rehabilitation Services, MHRH

List agencies: College, Career Placement Office, Advisor, Disability Support Office

Section V: Illustrated Index of Standards-Referenced Curriculum Activities

Developed by transition coordinators, teachers and parents, this Section is in four parts:

- Post-Secondary Education/Training
- Employment
- Independent Living and
- Community Participation.

Each part provides a list of standards that can be linked to the four broad transition areas, and is illustrated by suggested activities to be used in the general education, inclusive/special education classroom.

This section is for teachers to use as an *idea starter*. It is hoped that the standards-referenced transition activities in each part will be a starting point for individualized IEP transition planning.

This text is intended to be interactive, with users' contributions continuously being added. Further, this guide was produced on FileMaker Pro software, which allows users to sort, add, and amend items for their own use.

To demonstrate the use of this section five activities (one for post-secondary education/training, two for employment, and one for Independent Living and Community Participation) from the index, are expanded into full lesson plans to facilitate teacher use.

Please note that some activities appear in more than one part of this section. This overlap exists because some activities meet the criteria for more than one Transition Area.

Part I: Post-Secondary Education/Training

Example : Standards-Based Transition Curriculum Activity

Standard Summary	Standard	Transition Area	Illustration
A-5 Tools and techniques for working with others- work with others to achieve a shared goal; help others to learn on the job and respond effectively to the needs of clients.	A-5A Student participates in the establishment and operation of self-directed work teams. Also: A-3a Research A-2-c Preparation A-2a Presentation E-2f Written reflection	Post-Secondary Ed./Training	In groups, students will research post-secondary school/training programs related to specific career outcomes. Teams will identify school/training programs to research, gather required information, references research sources, create and present PowerPoint, and submit reflective essays.

EXPANDED LESSON PLAN ILLUSTRATION:

Post-Secondary Education/Training Program Search

Standards		
Research	A3A	The student gathers information to assist in completing project work.
Preparation	A2c	The student develops a multimedia presentation, combining text, images and/or sounds
Presentation	A2a	The student gives an oral presentation of project plans for findings to an audience with expertise in the relevant subject matter
Reflection	E2f	The student writes a reflective essay
Tools and Techniques for Working with Others	A5a	Students work with others to achieve a shared goal, help others to learn on the job, and respond effectively to the needs of clients

Along with your transition portfolio pieces, this project will be your final for the first semester. (The other portion will be site-based at your work placement.)

The following Research project pages are available for teachers to copy or print and use to develop their own curriculum activities.

Part I: Post-Secondary Education/Training Research Project*

This research project is for teachers to use in their classes, across the curriculum or in transition planning. Student advisories/guidance departments and/or general education classes can use this project to help students understand and compare post-secondary school programs, pre-requisites, tuition costs, etc. Students will then be better equipped to make viable choices for post-secondary study.

Power Point

- Identify three post-secondary schools/training programs that are realistic options to prepare you for your future.
- Use the information you gather to prepare a PowerPoint presentation for the class.
- Each Power Point must include a slide that shows “Works Cited.”

GENERAL INFORMATION	
NAME OF INSTITUTION	
LOCATION/URBAN? RURAL? SUBURBAN?	
NUMBER OF STUDENTS IN SCHOOL	
TUITION, ROOM, BOARD, COST OF TRAVEL TO AND FROM	
DEGREES/CERTIFICATES OFFERED	
APPLICATION DEADLINES	
ABOUT MY POSSIBLE MAJOR	
POTENTIAL MAJORS OF INTEREST	
COURSE REQUIREMENTS FOR MAJOR/S OF INTEREST	
DESCRIPTION OF REQUIRED COURSES FOR MAJOR	
DESCRIPTION OF ADDITIONAL REQUIRED COURSE WORK	
GRADUATE PLACEMENT	
PERCENT PLACED FROM SCHOOL TO CAREER OF CHOICE	
AVERAGE STARTING SALARY IN CAREER FIELD	
BEST LOCATION FOR JOBS IN CAREER FIELD	
TYPES OF BUSINESSES WITH JOBS IN CAREER FIELD	
FINANCIAL AID	
FINANCIAL AID AVAILABILITY AND DEADLINES	
SCHOLARSHIPS AVAILABLE	
WORK - STUDY AVAILABLE	
HOW MUCH MONEY CAN MY FAMILY CONTRIBUTE?	
HOW MUCH MONEY CAN I CONTRIBUTE?	
HOW MUCH AM I WILLING TO BORROW?	
SERVICES AND ACTIVITIES	
DESCRIPTION OF DISABILITY SERVICE OFFERINGS	
EXTRA CURRICULAR/SPORTS/STUDENT GOVERNMENT/CLUBS	

STUDENTS: Begin this project by completing the **Eenie, Meenie, Miney, Moe** exercise on the next page, using the SchoolsIntheUSA.com school search.

*Mark Gunning, 2007

TO GET STARTED ON YOUR POWERPOINT PROJECT, THIS ACTIVITY WILL HELP YOU TO COMPARE SEVERAL CHARACTERISTICS OF THREE PROGRAMS FEATURED ON SCHOOLSINTHEUSA.COM.

EENIE, MEENIE, MINEY, MOE

To complete this lesson, choose one of the college search areas on SchoolsIntheUSA.com. Follow the steps below to complete the lesson.

1. Using the *College Search* function, select 3 programs from 3 different schools. 2. When you have found 3 programs, complete the Comparison Chart below. Use as many criteria as you can in your comparison to have as much detail as you need to help your decision-making. A few criteria are included to get you started. Use the *Compare Schools* tool in the portfolio section of SchoolsIntheUSA.com; open the *Program Profiles* by clicking *View Profile* to access in-depth information on the school and program.

Comparison Chart

Criteria	School & Program	School & Program	School & Program
General Information			
About My Possible Major			
Graduate Placement			
Financial Aid			
Tuition			
Services & Activities			

Use this Comparison Chart to include the required information for the PowerPoint Project. As you eliminate schools, explore other search sites for new ones until you have identified three viable choices for you.

PROJECT CHECKLIST

	Completed Work	Work I need to complete	Date I completed work
<p>Note sheets: Complete and ready to hand in on the day of your presentation</p>			
<p>Power Point: Contains slides related to each category (Note: course descriptions will need more than one slide.)</p>			
<p>Presentation: Contains detailed information related to slides</p>			
<p>“Works Cited”: Page is included in Power Point</p>			
<p>Presentation: Is no longer than 20 minute limit</p>			

Internet Resources/Information

College Search & Planning Sites

<http://www.commonap.org>
<http://www.college411.org>
<http://www.ed.gov>
<http://www.students.gov>
<http://www.petersons.com>
<http://www.gocollege.com>
<http://www.collegeview.com>
RI Schools
<http://www.ribghe.org>
<http://www.usnews.com>
<http://www.nces.ed.gov>
New England Programs <http://www.nebhe.org>
<http://www.collegeboard.com>
<http://www.collegeview.com>
<http://www.ecos.embark.com>
<http://www.myfootpath.com>

Choosing a College <http://www.heath.gwu.edu>

Financial Aid

<http://www.fafsa.ed.gov>
<http://www.federalstudentaid.ed.gov/fafsa4caster.html>
<http://ifap.ed.gov>
<http://www.studentaid.ed.gov>
<http://www.riheaa.org>
<http://www.collegeboard.com>
<http://www.finaid.org>
<http://www.cashe.com> (free financial aid information)

Disability-Related Sites

Visual Impairment
<http://www.afb.org/scholarships.asp>
<http://www.acb.org>
<http://www.nfb.org>
<http://www.bva.org/services>
Hearing Impairment
<http://www.agbell.org>
<http://www.earfoundation.org>
<http://www.sertoma.org>
<http://www.hearingloss.org>
Multiple Sclerosis
<http://www.parentsinc.org/finaid/aid6233.html>
http://www.nmss.org/scholarship_fe
General disability related
<http://www.heath.gwu.edu/>

Scholarship Search

Rhode Island Scholarships (local scholarships)
General Scholarships
<http://www.rifoundation.com>
<http://www.fastweb.monster.com>
<http://www.eduprep.com>
<http://www.fastaid.com>
http://www.scholarship_page.com
<http://www.collegescholarships.com>
<http://www.petersons.com/finaid>
<http://www.studentawards.com>
<http://www.brokescholar.com>
http://www.guaranteed_scholarships.com
<http://www.collegeplanning.neinet.net/home.aspx?userType=1>
<http://www.scholarshipexperts.com>

College View <http://www.collegeview.com>

Athletic Scholarships

<http://www.ncaa.org> (several scholarships listed)
Heritage/Minority Scholarships
General
<http://www.hsf.net>
http://www.free_4u.com
<http://www.gmsp.org>
<http://www.collegefund.org>
<http://www.finaid.org/otheraid/netamind>
Hispanic
<http://www.hispanicfund.org>
<http://www.nahj.org/student.html>
Black
<http://www.uncf.org>
<http://www.blackexcel.org/100minority.htm>
Portuguese
<http://www.vivaportugal.com/phsf/index.htm>

Books: Available in Media Center

How to Document

Record the sources of information on note sheets
Record your information on note sheets (available in the school library).
Use a minimum of four sources.

You MUST submit note sheets for each research question on the day of your presentation.

Standard Summaries, Standards, Illustration – Post-Secondary Education/Training

Standard Summary	Standard	Illustration
<p>A-1 Problem Solving Student conducts projects involving the design of a product, service or system, improvement of a system, and plans and organizes an event.</p>	<p>A-1c – Student plans and organizes an event or activity Also: A-2c, A-3b, A-4c</p>	<p>Students will organize and stage a transition-related event (i.e. Transition Fair, Career Fair, Real Life Fair or College Fair) including event planning, logistics, promotional materials, and scheduling. Students will evaluate the event from various perspectives (participants and presenters) and create a guide for future students to use in planning similar events.</p>
<p>A-4 Learning & Self Management Tools and Techniques Managing and directing one's own learning</p>	<p>A-4a, b, c – Student learns from models, consults and observes, reviews own progress in completing work activities and evaluates own performance. Also: A-1a, A2b, c A3a-c</p>	<p>Students will develop their own Career Portfolios, addressing the SCANS competencies, providing examples of their work related to each competency. Portfolios are developed using computer technology, publishing software, graphics and images. Students will design the method to evaluate portfolios and self-evaluate their work. Students will present their portfolios to employers for feedback.</p>
<p>A-5 Tools and Techniques of Working with Others – working with others to achieve a shared goal, help other people to learn on the job, and respond effectively to the needs of a client.</p>	<p>A-5a – Student participates in the establishment and operation of self-directed work teams. Also: A-2a, A-3a-e, A-4b, c, A5b, c</p>	<p>In groups, students will research post-secondary education or training programs related to specific career outcomes. Teams will identify a career to research, the training/education required, a college/program that offers the training, the courses needed to earn credentials, the time needed for the training, and its cost. Teams will present their results orally and provide an outline.</p>
<p>E-1 Reading – includes comprehension, interpretation, connecting texts, critical and evaluative examination</p>	<p>E-1a – Read 25 books or equivalents yearly; fiction, nonfiction, magazines, textbooks and on-line. E-1c – Read and comprehend to develop understanding; produce written or oral work. Also: E-1c – Middle School</p>	<p>Book lists should include choice of transition-related topics. Compare and contrast colleges.</p>
<p>E-2 Writing – Student communicates effectively through language; may use drafts; understands purpose, audience and context of writing; as well as form, substance, style, tone and stance.</p>	<p>E-2d – Student develops narrative procedure, using context, guide to action for complex procedure & including relevant information. E-2e – Student writes persuasive essay: controlling idea, structure, relevant information and argument. E-2e – Middle School; Also E4a, b – conventions, grammar, usage</p>	<p>Students produce a narrative procedure outlining necessary steps to be admitted to post-secondary program. Students write persuasive narrative about why an instructor should provide an accommodation; why teacher should write a recommendation.</p>
<p>E-3 Speaking, Listening, Viewing – Student communicates effectively and appropriately; gathers and shares information; critically analyzes messages in 1-1 conferences, small and large groups and meetings.</p>	<p>E-3a – Student participates in 1-1 conference, initiating topics, asking/answering questions, speaking appropriately, paraphrasing other Also: E-3a – Middle School E-3e – Student analyzes public speaking performance, takes notes, identifies argument types, summarizes and judges speaker's remarks.</p>	<p>Students ask relevant questions of college disability support coordinator about accommodation. Student participates in Career and Tech. Center presentation; develops judgments based on observation.</p>

<p>E-4 Conventions, Grammar, Usage– Uses written and spoken English correctly and grammatically to appropriately express self.</p>	<p>E-4a – Student demonstrates understanding of rules of English, written and oral; uses correct grammar, punctuation, paragraphs, spelling, usage. E-4b – Student analyzes. Revises work, edits to clarify meaning, using rules of English. Also: E-4a – Middle School</p>	<p>Student creates a post-secondary education portfolio, including curriculum vitae; letters requesting college and financial aid information; letters requesting an interview with Disability Officer; thank you note for interview.</p>
<p>E-7 Functional Documents To do something; usually in memo, instruction, letter, or statement of organizational policy.</p>	<p>E-7a, b – Student critiques functional document, then writes one, effectively analyzing and using structure, relevant details, formatting techniques, graphics, appropriate vocabulary. E-1e Middle School</p>	<p>Students critique and produce a student planner to organize a school/work schedule; write a letter of recommendation to a college for a friend.</p>
<p>M- Mathematics Number and operation concepts, geometry and measurement concepts, function and algebra concepts, problem solving, mathematical reasoning – skills and tools, communication, using mathematical skills.</p>	<p>M-1a, c, f; M-6a, b, c, j, m; M-7c, d, e, j Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, d, h; M-7a, b; M-8d</p>	<p>Students will compare financial aid packages from two colleges or post-secondary training programs. Students will consider loans, grants and employment. Students will present advantages/disadvantages of each financial aid package.</p>

Part 2: Employment

Example Standards-Based Transition Curriculum Activity

Standard Summary	Standard	Transition Areas	Illustration
A-4 Learning & Self Management Tools and Techniques – managing and directing one’s own learning	A-4a, b, c – Student learns from models, consults and observes, reviews his own progress in completing work activities, and evaluates own performance Also: A-3a-c E-7a, b E-4a	Employment	Students will develop their own Career Portfolios, addressing the SCANS competencies, providing examples of their work, related to each competency. Portfolios are developed using computer technology, publishing software, graphics and images. Students will design the method to evaluate the portfolio, based on task criteria and self-evaluation of work. Students will present portfolios to employers for feedback.

Expanded Lesson Plan Illustration: Career Portfolio Project

(M. Gunning, 2004)

Standard A4 - Learning & Self Management Tools and Techniques – managing and directing one’s own learning; **A-4a, b, c** – Student learns from models, consults and observes, reviews his own progress in completing work activities, and evaluates own performance
Also: **A1a, A2b, A2c. A3a-c.**

Standard E-7a Functional Documents – the student critiques functional documents to determine common strategies for effective, functional documents, including the following:

- visual appeal, e.g., format, graphics, white space, headers;
- logic of the sequence in which directions are given;
- awareness of possible misunderstandings by readers.

Standard E-7b – The student produces functional documents, appropriate to audience and purpose, in which the student:

- reports, organizes, and conveys information and ideas accurately;
- includes relevant narrative details, such as scenarios, definitions and examples;
- anticipates readers, problems, mistakes and misunderstandings;
- uses various formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics and color;
- establishes a persona that is consistent with the document’s purpose;
- uses word choices that are consistent with the persona and appropriate for the intended audience.

Standard E-4a – Conventions, Grammar and Use of English – the student independently and habitually demonstrates an understanding of the written and oral English language, and selects language structures and features appropriate to the purpose, audience and context of the work. The student demonstrates control/understanding of the following:

- grammar
- paragraph structure
- punctuation

- sentence construction
- spelling
- usage.

For this project, you will create a career portfolio that includes: cover letter, resume, three written requests for reference letters, received letters, and thank you notes to employers at your three site visits.

For each document created, you will be given an overview guide to producing the document, a model document, and step-by-step instructions to create the document. Based on the specific criteria listed for each document, you will design a method to evaluate your portfolio pieces, and self-evaluate your work. Your evaluation will be averaged with that of the employer from whom you will seek feedback.

1: Cover Letter

a) Overview – Cover letters are introductory letters that allow you to “sell” yourself to an employer. That is, these letters can convince an employer that you are right for the job, and that s/he should accept you for the work experience or internship. A good cover letter introduces you to the employer, explains why you are a good candidate for a work experience/internship, and improves your chance of getting an interview. **IT IS IMPERATIVE TO PERSONALIZE YOUR COVER LETTERS TO PARTICULAR COMPANIES.**

- Follow the format in the model Cover Letter
- Always address the employer by his or her full name and title (example: Mr. Riccardo)
- This letter is the first example of your writing skill. **BE SURE THERE ARE NO TYPOGRAPHICAL, GRAMMATICAL OR SPELLING ERRORS**
- Short paragraphs are best as they keep readers’ interest
- Open your letter with a strong, attention-getting sentence
- Include facts about previous work/volunteer/extra-curricular experiences
- Describe how your skills, abilities and experiences would benefit the employer
- Demonstrate that you know about the particular company and the job’s requirements
- Tell the employer that you are available for an interview, at his/her convenience
- End your letter with a strong statement (example: I will call you next week to arrange an interview.).

STEPS IN WRITING YOUR COVER LETTER

- **Paragraph 1:**
 - a) Introduce yourself;
 - b) State your reason for writing (example: to ask for an internship at the person’s business);
 - c) Name the person who suggested that you request the internship (example: Mr. Gunning, from the School to Career Transition Program, at...);
 - d) Give general reasons why you should be considered for an internship at his/her company.
- **Paragraph 2:**
 - a) Explain your qualifications and specific interest in the internship;
 - b) Give examples of your experiences, interests, and your record of hard work and dependability as an employee;
 - c) State how this internship will improve your success in work or college.
- **Paragraph 3:**
 - a) Thank the person for considering your request for an internship at his/her business
 - b) Note that you have included a resume with this letter (**AND LETTERS OF REFERENCE IF THEY ARE ALSO INCLUDED**)

- c) Again, write that this internship will give you the experience you need to make better choices for your future
- d) Let the employer know that you will contact him or her for an appointment for an interview and that you look forward to meeting with him/her in the near future.

An additional Employment activity, expanded from the Index.

Career Research Project

Here is a career research project for teachers to use with their classes, either across the curriculum or in transition planning. This project can be used in student advisories/guidance departments to help students understand the working environment, compensation and availability of jobs of potential interest. When completed, students will better understand the specific skills, post-secondary education/training, and personal qualities needed to succeed in this career.

Name: _____ **Class:** _____

Date: _____ **Teacher:** _____

Power Point

- Use the information you gather to prepare a PowerPoint presentation for the class.
- Organize your research in the table below.
- Each Power Point must include a slide that shows **“Works Cited.”**

OCCUPATIONAL INFORMATION	
TITLE	
HOLLAND CODE	
JOB DESCRIPTION	
SPECIAL EQUIPMENT USED	
PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT	
NECESSARY PERSONAL QUALITIES	
RESPONSIBILITY	
SELF-ESTEEM	
SOCIAL ABILITY	
SOCIAL ABILITY	
SELF-MANAGEMENT	
INTEGRITY	
REQUIRED BASIC SKILLS	
LISTENING	
READING	
WRITING	
SPEAKING	
ARITHMETIC/MATH	
REQUIRED THINKING SKILLS	
CREATIVE THINKING	
DECISION MAKING	
PROBLEM SOLVING	
REASONING	
VISUALIZING	
LEARNING TO LEARN	

EDUCATION and TRAINING	
HIGH SCHOOL CLASSES THAT WOULD HELP PREPARE FOR THIS CAREER	
POST SECONDARY EDUCATION OR TRAINING	
LENGTH OF TIME NEEDED TO COMPLETE EDUCATION AND TRAINING FOR THIS CAREER	
THREE SCHOOLS WHERE YOU COULD RECEIVE AN EDUCATION IN THIS CAREER - INCLUDE LOCATIONS	
SALARY	
ENTRY LEVEL SALARY	
MID - CAREER SALARY	
END OF CAREER SALARY	
JOB OUTLOOK	
NUMBER OF JOB OPENINGS IN THIS FIELD CURRENTLY IN RHODE ISLAND/NATIONWIDE	
PROJECTED NUMBER OF JOB OPENINGS IN RHODE ISLAND/NATIONWIDE WHEN YOU HAVE COMPLETED THE REQUIREMENTS FOR AN ENTRY LEVEL POSITION IN THIS FIELD.	
MOST FAVORABLE GEOGRAPHIC REGION TO OBTAIN JOBS IN THIS FIELD	
TYPES OF BUSINESSES THAT EMPLOY PROFESSIONALS IN THIS FIELD	
DESCRIBE OPPORTUNITIES FOR SELF-EMPLOYMENT IN THIS CAREER (FREE LANCE WORK, CONSULTING, ETC.)	
WORKING ENVIRONMENT	
PHYSICAL SURROUNDINGS	
PSYCHOLOGICAL/EMOTIONAL DEMANDS OF THE JOB/ENVIRONMENT	
SOCIAL FACTORS	
TERMS OF EMPLOYMENT/CONTRACTS	
BENEFITS	

PROJECT CHECKLIST

	Completed Work	Work I need to complete	Date I completed work
<p>Note sheets: Complete and ready to hand in on the day of your presentation</p>			
<p>Power Point: Contains slides related to each category (Note: course descriptions will need more than one slide.)</p>			
<p>Presentation: Contains detailed information related to slides</p>			
<p>“Works Cited”: Page is included in Power Point</p>			

Resources/Information

Career Information Exploration

<http://www.virtualjobshadow.com>
<http://www.jobhuntersbible.com/index.htm>
<http://www.nwc.edu/career/planning/index.htm/>
<http://www.networkri.org/>
<http://www.cdm.uwaterloo.ca/steps.asp>
<http://www.careerbuilding.com>
<http://content.monster.com/jobprofiles>
<http://www.dlt.ri.gov/crn/anchor.htm>

Wage Data

http://www.bls.gov/oes/2001/oes_nh.htm
<http://www.datamasters.com/>
<http://www.hwg.org/resources/faqs/ratesFAQ.html>
<http://www.salary.com>

Interests

<http://www.careerkey.org/english/you/>
<http://www.nycareerzone.org/graphic/assessment/index.jsp>
<http://jobs.esc.state.nc.us/soicc/planning/c1a.htm>
<http://career.missouri.edu>

Interviews - Identify, locate, and interview a career professional.

Newspapers/Magazines/Periodicals

Guide for Occupational Exploration (GOE)
Dictionary of Occupational Titles (DOT)
Occupational Outlook Handbook (OOH)
Occupational Outlook Quarterly

How to Document

Record the **sources of information** on note sheets.

Record **your information** on note sheets (these are available in the school library).

Use a **minimum** of four sources.

You **MUST** submit note sheets related to **each** research question on the day of your presentation.

Special thanks to Mary Ellen Keiser, Narragansett High School, for permission to use this information.

Standard Summaries, Standards, Illustration – Employment

Standard Summary	Standard	Illustration
<p>A-1 Problem Solving Student conducts projects involving the design of a product, service or system, improvement of a system, and plans and organizes an event.</p>	<p>A-1b – Student troubleshoots problems in the operation of a system and devises improvements. Also: A-1a, A-2a-c, A-3c</p> <p>A-1c – The student plans and organize an event or activity</p>	<p>Students will tour a local business and, in consultation with the business, identify a function of the business that could be improved. Students will analyze the system, evaluate and design options to improve the function. Students will develop an oral and/or multi-media presentation to show the business options for improvement.</p> <p>Students will organize and stage a transition-related event (i.e. Transition Fair, Career Fair, Real Life Fair or College Fair) including event planning, logistics, promotional materials, and scheduling. Students will evaluate the event from various perspectives (participants and presenters) and create a guide for future students to use in planning similar events.</p>
<p>A-4 Learning & Self Management Tools and Techniques Managing and directing one's own learning</p>	<p>A-4a, b, c – Student learns from models, consults and observes, reviews own progress in completing work activities and evaluates own performance. Also: A-1a, A2b, c; A3a-c</p>	<p>Students will develop their own Career Portfolios, addressing the SCANS competencies, providing examples of their work related to each competency. Portfolios are developed using computer technology, publishing software, graphics and images. Students will design the method to evaluate portfolios and self-evaluate their work. Students will present their portfolios to employers for feedback.</p>
<p>A-5 Tools and Techniques of Working with Others – working with others to achieve a shared goal, help other people to learn on the job, and respond effectively to the needs of a client.</p>	<p>A-5a – Student participates in the establishment and operation of self-directed work teams. Also: A-2a, A-3a-e, A-4b, c; A5b, c</p>	<p>In groups, students will research post-secondary education or training programs related to specific career outcomes. Teams will identify a career to research, the training/education required, a college/program that offers the training, the courses needed to earn credentials, the time needed for the training, and its cost. Teams will present their results orally and provide an outline.</p>
<p>E-1 Reading – includes comprehension, interpretation, connecting texts, critical and evaluative examination</p>	<p>E-1a – Read 25 books or equivalents yearly: fiction, non-fiction, magazines, textbooks and on-line. Also: E-1a– Middle School E-1c – Read and comprehend to develop understanding; produce written or oral work. Also: E-1a– Middle School</p>	<p>Book lists should include choice of transition-related topics.</p> <p>Career research; compare/contrast two career choices.</p>
<p>E-2 Writing – Student communicates effectively through language; may use drafts; understands purpose, audience and context of writing; as well as form, substance, style, tone and stance.</p>	<p>E-2a – Student produces reports with perspective, organizing structure, facts and details, narrative, comparison and contrast. Also: E-2a – Middle School E2d – Student develops narrative procedure, using context, guide to action for complex procedure, including relevant information. E-2d Middle School Also: E-4a,b – conventions, grammar, usage</p>	<p>Students generate report (from outline) on job shadow, or informational interview (e.g. I-Search essay, or Saturation Report).</p> <p>Students produce a written narrative of procedure dealing with a job problem, up to and including termination.</p>

<p>E-3 Speaking, Listening, Viewing – Student communicates effectively and appropriately; gathers and shares information; critically analyzes messages in 1-1 conferences, small and large groups and meetings.</p>	<p>E-2e – Student participates in 1-1 conference, initiating topics, asking/answering questions, speaking appropriately, paraphrasing other Also: E-3a – Middle School</p>	<p>Students rephrase instructions of supervisor; respond to potential employment in interview.</p>
<p>E-4 Conventions, Grammar, Usage– Uses written and spoken English correctly and grammatically to appropriately express self.</p>	<p>E-4a – Student demonstrates understanding of rules of written and oral English; uses correct grammar, punctuation, paragraphs, spelling. E-4b – Student analyzes. Revises work, edits to clarify meaning, using rules of English. Also: E-4a – Middle School</p>	<p>Students create career portfolios including: resumes; cover letters; requests for letters of reference; thank you letters to employers</p>
<p>E-7 Functional Documents To do something; usually in memo, instruction, letter, or statement of organizational policy.</p>	<p>E-7a, b – Student critiques functional document, then writes one, effectively analyzing and using structure, relevant details, formatting techniques, graphics, appropriate vocabulary. E-1e Middle School</p>	<p>Students critique an existing job posting and produce an employment contract/job description and employment benefit package.</p>
<p>M- Mathematics Concepts of number and operation, geometry and measurement, function and algebra; problem solving, mathematical reasoning – skills and tools, communication, using mathematical skills.</p>	<p>M-1a, c, d, e, f, g, h, k M-3a, d, n; M-5a, b, c, d; M-6a, c, j; M-7a, b, c, d, e, f, h; M-8d Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, b; M-7a, b; M-8d M-1a, c, e, f, h; M-3a, d; M-6a Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, d, h; M-7a, b; M-8d</p>	<p>Students have been offered two jobs: one with benefits, but lower salary; one with higher salary, but no benefits. Students will compare and graph (using graphing calculator) the job offers (including benefit/cost comparison) to determine and present the best job offer. Students will examine a paycheck stub to determine take home pay, examining all aspects, including taxes paid and other deductions, verifying accuracy. Findings presented in writing.</p>
<p>S-1 Physical Sciences Concepts Chemical reactions and everyday examples of interactions.</p>	<p>S-1e – Understanding of conservation of energy, such as: conduction, radiation and effects of heat and pressure. Middle School S-1b, c</p>	<p>Students will identify the use of four simple machines on a visit to a warehouse while exploring careers.</p>
<p>S-2 Life Sciences Concepts Conceptual understanding of life sciences; using a concept accurately to explain observations and make predictions, and by representing concept in many ways.</p>	<p>S-2d – Understanding of interdependence of organisms; concepts of conservation of matter, cooperation and competition. Also: S-3e; S-5a, f; S-6a, b, d; S-7e; S-8a, b</p>	<p>Students will explore careers that relate to re-cycling, explaining the importance of each occupation in the industry as it relates to the process.</p>
<p>S-3 Earth and Space Sciences Concepts Energy in the earth system, geo-chemical cycles; origin and evolution; natural resource management.</p>	<p>S-3e –Natural resource management. Also: S-5a-f; S-6a, b, d, e; S-7e; S-8b</p>	<p>Students will explore two careers that are affected by the weather. They will present the career, how weather affected the occupation; and the precautions and protections workers could use.</p>

Part 3: Independent Living

Example Standards-Based Transition Curriculum Activity

Standard Summary	Standard	Transition Area	Illustration
A-5 Tools and Techniques of working with others – working with others to achieve a shared goal, help other people to learn on the job, and respond effectively to the needs of a client.	A-5a, b, c – Student participates in establishing and operating self-directed work teams. The student: <ul style="list-style-type: none"> •defines roles and shares responsibilities among team members •sets objectives and timeframes for work to be completed; •establishes processes for group decision-making; •reviews progress and makes adjustments, as required. Also: A-3a, A-2c, A2a	Independent Living	Teams of 2 students will research steps necessary to manage their own money. In a PowerPoint presentation, students will present procedures to write a check; balance a checkbook; open and use a checking account; deposit money into a bank account; use a credit card, and pay a credit card bill.

Expanded Lesson Plan Illustration: Managing Your Own Money Project (M. Gunning, 2004)

Standard A-5 - Tools and Techniques of Working with Others – working with others to achieve a shared goal, help other people to learn on the job, and respond effectively to the needs of a client.

Standard A-5a– Student participates in establishing and operating self-directed work teams. The student:

- defines roles and shares responsibilities among team members
- sets objectives and timeframes for work to be completed;
- establishes processes for group decision-making;
- reviews progress and makes adjustments, as required.

Standard A-3a – Student gathers information to assist in completing project work.

Standard A-2c – Student develops a multi-media presentation, combining text, images, and/or sound.

Standard A-2a – Student gives an oral presentation of project plans or finding, to an audience with expertise in the relevant subject matter

In this project, you will team up in twos and investigate the necessary steps to manage your own money. Using internet resources, along with hands-on, on-site training with an officer at an area bank, you will collect and record the steps necessary to demonstrate proficiency in the following:

1. writing checks
2. balancing a checkbook
3. opening and using a checking account
4. depositing money into a bank account
5. using a credit card
6. paying a credit card bill.

To successfully complete this assignment, your team must:

1. Submit a work plan, with timeline, that outlines how work will be divided between teammates.
2. Submit a completed questionnaire on each area of investigation, derived from an interview with your assigned bank officer.
3. Submit a Certificate of Mastery of Skills in each area, signed and dated by the assigned bank officer.
4. Prepare and present a PowerPoint presentation that illustrates the steps necessary to successfully carry out the six investigation tasks for this project.

To begin, you will be given a template to serve as your work plan, a questionnaire for each of the six areas you will investigate, and a guideline for required PowerPoint and presentation elements.

Your grade will be the combined average of your rankings on the rubrics provided for the Work plan, questionnaires, PowerPoint, and presentation, along with the ranking given by your assigned bank officer.

Standard Summaries, Standards, Illustration – Independent Living

Standard Summary	Standard	Illustration
<p>A-1 Problem Solving Student conducts projects involving the design of a product, service or system, improvement of a system, and plans and organizes an event.</p>	<p>A-1c – Student plans and organizes an event or activity. Also: A-2a-c, A-3b; A-4c</p>	<p>Students will organize and stage a transition-related event (i.e. Transition Fair, Career Fair, Real Life Fair or College Fair) including event planning, logistics, promotional materials, and scheduling. Students will evaluate the even from various perspectives (participants and presenters) and create a guide for future students to use in planning similar events.</p>
<p>A-5 Tools and Techniques of Working with Others – working with others to achieve a shared goal, help other people to learn on the job, and respond effectively to the needs of a client.</p>	<p>A-5a – Student plans and carries out a strategy to include at least one new member in a work program. Also: A-4a, c; A-A-1 c</p>	<p>11th and 12 grade students will mentor a 9th grader participating and facilitating a portion of his/her IEP meeting. Upper classmates will meet with mentees, explain the IEP process, and help them prepare to facilitate a portion of the meeting. Classmates will debrief with mentees after the meeting and identify areas for improvement.</p>
<p>E-1 Reading – includes comprehension, interpretation, connecting texts, critical and evaluative examination</p>	<p>E-1a – Read 25 books or equivalent yearly: fiction, non-fiction, magazines, textbooks and on-line. Also: E-1a– Middle School E-1c – Read and comprehend to develop understanding; produce written or oral work. Also: E-1c– Middle School</p>	<p>Book lists should include choice of transition-related topics. Compare and contrast housing alternatives.</p>
<p>E-2 Writing – Student communicates effectively through language; may use drafts; understands purpose, audience and context of writing; as well as form, substance, style, tone and stance.</p>	<p>E-2d—Student develops narrative procedure, using context, guide to action for complex procedure, including relevant information E-2d–MiddleSchool Also: E--4a,, b – conventions, grammar, usage E-2f—Student writes reflective essay, organized to purpose and audience, using personal experience.</p>	<p>Students produce a written narrative of procedure to apply for subsidized housing or supported living. Students produce a written narrative detailing three public transportation problems and resolutions. Students write reflective essays to demonstrate learning from unpleasant experiences and their consequences.</p>
<p>E-3 Speaking, Listening, Viewing – Student communicates effectively and appropriately; gathers and shares information; critically analyzes messages in 1-1 conferences, small and large groups and meetings.</p>	<p>E-3a – Student participates in 1-1 conference, initiating topics, asking/answering questions, speaking appropriately, paraphrasing other Also: E-3a – Middle School E-3b – Student participates in meetings, takes turns, actively solicits others’ opinions, voices and supports own. Also: E-3b – Middle School</p>	<p>Students ask relevant questions about IEPs, respond to relevant questions about applying for apartment or for financial services, or reviewing medical history with professionals. Students actively participate in IEP meeting: contribute to discussion, solicit others’ responses, volunteer contributions, take turns. Students facilitate group project at three banks to determine best value checking account. Students are given a case study; they brainstorm and critique options through facilitated group discussion.</p>
<p>E-4 Conventions, Grammar, Usage– Uses written and spoken English correctly and grammatically to appropriately express self.</p>	<p>E-4a – Student demonstrates understanding of rules of written and oral English.; uses correct grammar, punctuation, paragraphs, spelling, usage. E-4b – Student analyzes. Revises work, edits to clarify meaning, using rules of English. Also: E-4a – Middle School</p>	<p>See E-2 Writing Activity, above</p>

<p>E-5 Literature – poetry, fiction, nonfiction, essays (not expository, instructional or journalistic)</p>	<p>E-5a – Student responds to literary works; can make connections, evaluate authors’ style and skill, analyze and identify literary forms, understand literary devices</p> <p>E-5a –Middle School</p>	<p>Students interpret, critique and evaluate song lyrics that illustrate current social issue.</p> <p>Students use three forms of literature (song lyrics, poetry, fiction or nonfiction) to demonstrate how literature has shaped their values.</p>
<p>E-7 – Functional Documents – to do something; usually in memo, instruction, letter or statement of organizational policy</p>	<p>E-7a, b – Student critiques functional document, then writes one, effectively analyzing and using structure, relevant details, formatting techniques, graphics and appropriate vocabulary.</p> <p>E-1e – Middle School</p>	<p>Students critique and produce a purchase/sales agreement to buy a car rental lease contract (credit card, cable subscription).</p>
<p>M- Mathematics Concepts of number and operation, geometry and measurement, function and algebra; problem solving, mathematical reasoning – skills and tools, communication, using mathematical skills.</p>	<p>M-1a, c, d, e, f, g, h; M-3a; M-5a, b, c; M-6a, c, j; M-7a, b, c, d, e, f; M-8d</p> <p>Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, d, h; M-7a, b; M-8d</p> <p>M-1a, c, d, e, f; M-5a, b, c, d; M-6a; M-7a, c, d, f</p> <p>Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, d, h; M-7a, b; M-8d</p> <p>M-1a, c, d, e, f, g; M-4; M-5a, b, c, d; M-6a, b, c; M-7d, e</p> <p>Middle School: M-1a, c, e, f; M-5a, b, d, f; M-6a, b, c; M-7a, b, c</p> <p>M-1a, c, e, f; M-2d, h, j; M-4; M-5a, b; M-6a, d, h; M-7a, b; M-8d</p> <p>Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, d, h; M-7a, b</p>	<p>Students will simulate a major purchase, using a credit card; they will explore minimum vs. higher monthly payments to retire debt, present results orally and in writing, and display results using Excel software.</p> <p>Students will plan a holiday dinner for a fixed number of guests. They will decide on a meal plan, develop a grocery list, include comparative price shopping, and present results orally.</p> <p>Students will develop a family budget: gathering data, exploring fixed (rent/mortgage) and variable (utilities) costs, income and savings, using community financial resources. Students will manage budget through various scenarios, use checking account over time, and present results in written and oral presentation.</p> <p>Working in teams, students will decorate an apartment living room, estimating and totaling costs of materials for paint, wall covering, flooring and furnishings. Students will support their findings.</p>
<p>S-1 Physical Sciences Concepts Chemical reactions and everyday examples of interactions.</p>	<p>S-1c – Understanding chemical reactions and factors that affect reaction rates.</p> <p>S-1e – Understanding conservation of energy, conduction, radiation and effects of heat and pressure</p> <p>Middle School S-1b, c</p> <p>S-1f – Understanding of energy and matter, as in waves and conductivity</p>	<p>Students explore and discuss the hazards of household cleaning products and chemical interactions.</p> <p>Students explore theories of heat and conductivity related to employment in a commercial kitchen.</p> <p>Students will troubleshoot problems with a home heating system, exploring the effects of heat and pressure.</p> <p>Students will design a house theater system, using sound and light concepts.</p> <p>Students develop posters illustrating safe and unsafe uses of electricity after participating in IBEW electricity workshop.</p>
<p>S-2 Life Sciences Concepts Conceptual understanding of life sciences, using concepts accurately to explain observations and make predictions; representing concepts in many ways.</p>	<p>S-2b – Understanding molecular basis of heredity: DNA, genes, chromosomes and mutations.</p> <p>Also, S-2a, S-5a-f; S-6d, e; S-7a, e; S-8b</p>	<p>Students will participate in pre-natal heredity class with the school nurse and develop family trees.</p>
<p>S-3 Earth & Space Sciences Concepts Energy in the earth system; geo-chemical cycles; origin and</p>	<p>S-3e – Natural resource management.</p> <p>Also, S-5a-f; S-6a, b, d, e; S-7e; S-8b</p>	<p>Students will explore the affects of bay closures on recreation and shell fishing in Rhode Island.</p>

evolution; natural resource management		
<p>S-4 Scientific Connections and Applications Big ideas and unifying concepts; the reciprocal relationship between science and technology; health and nutrition; the impact of science.</p>	<p>S-4a – Big ideas and unifying concepts, cause and effect. Also: S-5a, c, d, f; S-6a, d, e; S-7a-e</p> <p>S-4c – Health, nutrition and exercise Also: S-4c, S-5b, c; S-6d, e; S-7a-e; S-8b, d</p> <p>S-4d – Impact of technology, constraints and tradeoffs. Also: S-5a-f; S-6a, d, e; S-7a-e; S-8b, d</p>	<p>Students will explore the consequences of substance misuse by comparing slides of healthy and unhealthy organ tissues; students will get substance abuse information from the internet and graph results.</p> <p>Individually or in teams, students explore two ways to engage in healthy living that include physical activity and nutrition, including community locations. Students present findings orally.</p> <p>Students will use the internet, health department and other resources to graph and present pros and cons of medical technology extending life expectancy and/or improving health (i.e. use of life support systems, inoculating children) and suggest possible solutions/alternatives.</p>

Part 4 – Community Participation

Example Standards-Based Transition Curriculum Activity

Standard Summary	Standard	Transition Area	Illustration
A-1 Problem Solving – Student conducts projects involving the design of a product, service or system, improvement of a system, and plans and organizes an event.	A-1a– Student designs and creates a product, service or system, and develops a proposal. Also: A-2b, A-3c, A5a	Community Participation	Students will develop a recreational guide, in partnership with the town recreation department, for after-school activities for teens. The result will be a brochure of activities. Students will evaluate the product by surveying other students.

Expanded Lesson Plan Illustration: Recreation Guide Project

(M. Gunning, 2004)

Standard A-1 – Problem Solving – student conducts projects involving the design of a product, service or system, improvement of a system, and plans and organizes an event.

Standard A-1a – Student designs and creates a product, service or system, and develops a proposal.

Standard A-2b – The student prepares a formal, written proposal or report to an organization outside of school. That is, the student:

- organizes the information in the proposal or report in a logical way, appropriate to its purpose.
- produces the proposal or report in a format similar to that in professionally produced documents for a similar purpose and audience.

Standard A-3c – The student uses word-processing software to produce a multi-page document. That is, the student:

- uses features of the software to create and edit the document
- uses features of the software to format the document, including a table of contents, index, tabular columns, charts and graphics
- uses features of the software to create templates and style sheets for the document.

Standard A-5a – The student participates in the establishment and operation of self-directed work teams. That is, the student:

- defines roles and shares responsibilities among team members
- sets objectives and timeframes for the work to be completed
- establishes processes and makes adjustments as required.

Standard E-4a – Conventions, grammar and English language usage:

- grammar
- paragraph structure
- punctuation
- sentence construction

- spelling
- usage.

In this project, you will be assigned to teams to work in partnership with the town recreation departments. Your task is to develop a recreational guide for after-school activities for teens.

Your product will be a professional-level brochure of activities. It will be produced on word-processing software and result in a multi-page document. As a professional document, your brochure will necessitate the creation of templates and style sheets for the document, and will include the following: a table of contents; an index and tabular columns, charts and graphics.

To successfully complete this assignment, your team must:

1. Submit a proposal, similar to those submitted by professional organizations, for approval of a project, and include:
 - purpose of document
 - demonstration of need for document
 - audience of document
 - distribution of document
 - work plan, with timeline for work to be completed, that outlines how work will be distributed among teammates
 - method that will be used to complete the project, and resources that will be needed/used.

To get started, you will be given models of proposals used by professional organization, a template to serve as a guide in developing your work plan, and the rubric that specifies the quality level of the criteria required for each element of the product. *In addition*, you will be given a list of starter questions to ask your assigned partner at the town recreation department. You must add your own questions to the list.

Your grade will be the combined average of the survey that you give to five randomly-selected students, and your employer partner. The survey is a reformatted form of the quality criteria rubric from which your team will work.

Standard Summaries, Standards, Illustration – Community Participation

Standard Summary	Standard	Illustration
<p>A-1 Problem Solving Student conducts projects involving the design of a product, service or system, improvement of a system, and plans and organizes an event.</p>	<p>A-1a – Student designs and creates a product, service or system and develops a proposal. Also: A-2b; A-3c; A-5a</p>	<p>Students develop a recreation guide, in partnership with the town recreation department, for after-school activities for teens. The result will be a brochure with the activities presented attractively. Students will evaluate the product by surveying other students.</p>
<p>A-5 Tools and Techniques of Working with Others – working with others to achieve a shared goal, help other people to learn on the job, and respond effectively to the needs of a client.</p>	<p>A-5a – Student plans and carries out a strategy to include at least one new member in a work program. Also: A-4a, c; A-1 c</p>	<p>11th and 12 grade students will mentor a 9th grader participating and facilitating a portion of his/her IEP meeting. Upper classmates will meet with mentees, explain the IEP process, and help them prepare to facilitate a portion of the meeting. Classmates will debrief with mentees after the meeting and identify areas for improvement.</p>
<p>E-1 – Reading Include comprehension, interpretation, connecting texts, critical and evaluative examination</p>	<p>E-1a – Read 25 books or equivalent yearly: fiction, non-fiction, magazines, textbooks and on-line. Also: E-1a– Middle School E-1c – Read and comprehend to develop understanding; produce written or oral work. Also: E-1c– Middle School</p>	<p>Book lists should include choice of transition-related topics.</p>
<p>E-2 – Writing Student communicates effectively through language; may use drafts; understands purpose, audience and context of writing, as well as form, substance, style, tone and stance</p>	<p>E-2b – Student responds to literature with understanding, can interpret, refer to text, recognize complexities. E-2b – Middle School Also: E-4a, b – conventions, grammar, usage E-2c – Student produces fiction or autobiography using context, point of view, plot or situation, complex characters. E-2c – Middle School Also: E-4a, b – conventions, grammar, usage E-2e – Student writes persuasive essay: controlling idea, structure, relevant information and argument. E-2e – Middle School Also: E-4a, b – conventions, grammar, usage E-2f Student writes reflective essay; analyzing situation, using personal experience, organized to purpose and audience.</p>	<p>Students will read a book and view movie; will write reflective essay, or one advancing judgment that will be supported through references to book and film.</p> <p>Students will observe a community (school) event, or video (auto accident) and write a detailed narrative account, excluding extraneous details.</p> <p>Students write a letter to the editor, advocating for community services for people with disabilities.</p> <p>Student write reflective essays to illustrate how students contribute to their communities.</p>
<p>E-3 Speaking, Listening, Viewing – Student communicates effectively and appropriately; gathers and shares information; critically analyzes messages in 1-1 conferences, small and large groups and meetings.</p>	<p>E-3c – Student delivers individual presentation, shaping information, content and organization for importance and impact; using notes, developing and defending thesis. Also: E-3c – Middle School E-3d – Student makes informed judgments about two radio and film productions; is aware of daily media presence; can evaluate and judge media’s role. Also: E-3d – Middle School</p>	<p>Students prepare and deliver PowerPoint presentations on their transition goals and/or career plans.</p> <p>Students review two radio ads for health topics, discuss merits of ad in forming judgments. Students review two public programs; are able to compare and contrast with entertainment programs.</p>
<p>E-3 Speaking, Listening, Viewing – Student communicates effectively and appropriately; gathers</p>	<p>E-3e – Student analyzes public speaking performance, taking notes, identifying argument types, summarizing and judging speaker’s</p>	<p>Students review and discuss legislation under discussion on public access program.</p> <p>Classroom speaker on any transition topic.</p>

and shares information; critically analyzes messages in 1-1 conferences, small and large groups and meetings	remarks.	
E-4 Conventions, Grammar, Usage – Uses written and spoken English correctly and grammatically to appropriately express self.	E-4a – Student demonstrates understanding of rules of written and oral English,; uses correct grammar, punctuation, paragraphs, spelling, usage. Also: E-4a – Middle School E-4b – Student analyzes, revises work, edits to clarify meaning, uses rules of English.	See Activities for E-1 through E-3 Students demonstrate in all communication.
E-5 Literature – Poetry, fiction, nonfiction, essays (not expository, instructional, or journalistic)	E-5a – Student responds to literary works; can make connections; evaluate author’s style and skill; analyze and identify literary forms, understand literary devices. E-5a – Middle School E-5b – Student produces work in one literary genre, following its conventions E-5b – Middle School	Students interpret, critique and evaluate song lyrics that illustrate current social issue. Students use three forms of literature (song lyrics, poetry, fiction or nonfiction) to demonstrate how literature has shaped their values. Students write reflective essays, poems, etc., based on community-based service learning project.
E-6 Public Documents – Focused on civic issue or public policy; takes issue with current policy; offers alternatives; defends current policy or defines public problem and suggests policy.	E-6a - Student critiques public document, effectively using argument, anecdote, audience appeal, cites references and authorities. E-1d – Middle School E-6b – Student writes public document, effectively using language, logical argument, audience appeal strategies.	Students summarize, critique legislation/public discourse related to disability policy and/or legislation. Students demonstrate self-advocacy by writing public document (i.e. letter to the editor or legislator, etc.).
E-7 – Functional Documents – to do something; usually in memo, instruction, letter or statement of organizational policy	E-7a, b – Student critiques functional document, then writes one, effectively analyzing and using structure, relevant details, formatting techniques, graphics and appropriate vocabulary. E-1e – Middle School	Students critique and produce a purchase/sales agreement to buy a car rental lease contract (credit card, cable subscription).
M- Mathematics Concepts of number and operation, geometry and measurement, function and algebra; problem solving, mathematical reasoning – skills and tools, communication, using mathematical skills.	M-1a, c, d, e, f, j; M-2i, n; M-5a, b, c, d; M-7a, c, d, f; M-8d Middle School: M-1a, c, e, f; M-2d, h, j; M-5a, b; M-6a, d, h; M-7a, b; M-8d	Students plan a trip to a concert in another state, calculating fuel, mileage, cost, time and present results orally and in writing. Students plan the best recreation event within a fixed allowance, using maps, transportation options, and recreation guides for Rhode island. They present results orally and in writing.

<p>S-2 Life Sciences Concepts Conceptual understanding of life sciences, using concepts accurately to explain observations and make predictions; representing concepts in many ways.</p>	<p>S-2e – Understanding matter and energy, organization in living systems, and environmental constraints.. Also, S-3e; S-4c; S-5a-f; S-6d; S-7c, e; S-8b, d</p>	<p>Students will write an argumentative paper discussing the pros and cons of adding fluoride to the public water supply.</p>
<p>S-4 Scientific Connections and Applications Big ideas and unifying concepts; the reciprocal relationship between science and technology; health and nutrition; the impact of science.</p>	<p>S-4c – Health, nutrition and exercise Also: S-4c, S-5b, c; S-6d, e; S-7a-e; S-8b, d</p>	<p>Individually or in teams, students explore two ways to engage in healthy living that include physical activity and nutrition, including community locations. Students present findings orally.</p>
<p>S-4 Scientific Connections and Applications Big ideas and unifying concepts; the reciprocal relationship between science and technology; health and nutrition; the impact of science.</p>	<p>S-4d – Impact of technology; constraints and tradeoffs. Also: S-5a-f; S-6a, d, e; S-7a-e; S-8b, d</p>	<p>Students will use the Internet, health department and other resources to graph and present the pros and cons of using medical technology to extend live expectancy and/or to improve health (i. e. use of life support systems, inoculation of children) and suggest possible alternatives/solutions.</p>