

# High School Grade 9/10

## Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

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### Instruction

**ACTIVITIES:** Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
  - complete career interest surveys and self evaluation of SCANS skills
  - actively participate in their IEP meeting by...
    - o discussing their disability and possible accommodations
    - o discussing their personal strengths, hurdles and career interests
    - o leading the meeting
2. Student will gain career skills. Student will be able to...
  - demonstrate decision-making skills by...
  - demonstrate problem-solving skills by...
  - create personal education/career plan
  - select classes and activities related to transition goals
  - complete a successful job search: including accurate completion of application, interview and follow up
  - complete a current resume
3. Student will become aware in various careers. Student will be able to...
  - identify skills and training requirements for various occupations
  - research occupations in chosen career path through reading or meeting with business representatives
  - research necessary skills or classes for the chosen career path
  - participate in vocational based field trips and or career fairs

### Community Experience and Post School Living

**ACTIVITIES:** Select #1 “Develop awareness of community services and employment options.”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as...(bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- locate and utilize local public transportation
- participate and identify possible career at a career fair
- participate and identify post-school options and post-school living choices at an agency fair
- participate in vocational based field trips
- identify and utilize support agencies, resources and post-school living options in your school or community
- identify and tour appropriate post-school options including: colleges, trade schools, occupational centers and programs
- participate in community volunteer activities

- participate in paid or non-paid work experience
- participate in off-campus vocational opportunities

## **Post School Education and Employment**

**OUTCOMES:** Select all possible outcomes for each student.

**Services to Support the OUTCOMES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
  - actively participate in the development of the transition section of their IEP
  - actively participate in their IEP meeting by...
  - identify and utilize their individual community support agencies and resources
  - identify possible accommodations for school and workplace
  - complete career interest survey and self evaluation of SCANS skills
  
2. Student will gain career skills. Student will be able to...
  - create personal career/education plan
  - select high school classes and activities related to transition goals
  - demonstrate understanding of appropriate behavior in various workplace situations
  - demonstrate an understanding of how school skills relate to skills in the workplace
  - initiate a job search: including accurate completion of a job application, interview and follow-up
  - complete a current resume
  
3. Student will become aware of various careers. Student will be able to...
  - participate in vocational based field trips (local high schools, occupational centers, etc,)
  - participate in and identify post-school options at a career fair or an agency fair
  - identify and tour possible post-school options including: colleges, trade schools, occupational centers or programs
  - participate in and off campus vocational classes or opportunities
  - participate in a job shadow experience in chosen career path
  - participate in paid or non-paid work experience

\*Adapted from

*Grade Level Competencies: Transition to Adult Living*  
California Department of Education, 2001

# High School Grade 11/12

## Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

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### Instruction

**ACTIVITIES:** Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
  - complete career interest surveys and self evaluation of SCANS skills
  - demonstrate decision-making skills by...
  - demonstrate problem-solving skills by...
  - actively participate in their IEP meeting by...
    - discussing their career interests and their disability and possible accommodations for school and the workplace
    - leading the meeting
2. Student will gain career skills. Student will be able to...
  - create and implement a personal education/career plan
  - select high school and post-school classes and activities related to transition goals (chosen career path)
  - successfully complete a job search: including accurate completion of a job application, interview and follow up
  - complete a current resume and/or application to post-school program of choice
3. Student will become aware in various careers. Student will be able to...
  - identify skills and training requirements for various occupations
  - research occupations in chosen career path through reading or meeting with business representatives
  - research skills or classes (high school and post-school) necessary for the chosen career path
  - participate in vocational based field trips and or career fairs

### Community Experience and Post School Living

**ACTIVITIES:** Select #1 “Develop awareness of community services and employment options.”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as...(bowling, etc.)
- locate and utilize local public transportation
- participate in community volunteer activities
- participate in off-campus vocational opportunities
- participate in paid or non-paid work experience (get and keep a job)
- participate and identify post-school options and post-school living choices at a career fair, at an agency fair or on a field trip
- identify and utilize support agencies, resources and post-school living options in your school or community
- demonstrate skills to locate and use information about job opportunities and post-school options utilizing local community

- resources agencies (such as Disabled Student Services, Department of Rehabilitation, Regional Centers, etc.)
- identify and tour appropriate post-school options including: colleges, trade schools, occupational centers and programs
- investigate and apply for admission to post-school programs and post school living options of choice

## **Post School Education and Employment**

**OUTCOMES:** Select all possible outcomes for each student.

**Services to Support the OUTCOMES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
  - actively participate in their IEP meeting by...
  - identify and utilize support agencies and resources in the local community
  - identify possible accommodations for school and workplace
  - complete career interest survey and self evaluation of SCANS skills
  - evaluate personal study skills and work habits
  - demonstrate appropriate decision-making skills by...
  - demonstrate appropriate problem-solving skills by...
  
2. Student will gain career skills. Student will be able to...
  - create a personal career/education plan
  - research and select high school classes and post-school classes related to transition goals
  - successfully complete a job search: including accurate completion of a job application, interview and follow-up
  - complete a current resume and/or application for admission to post-school program of choice
  - meet eligibility requirements and apply for admission to post school program of choice
  - meet eligibility requirements and apply for services from community support agencies or resources
  
3. Student will become aware of various careers. Student will be able to...
  - participate in and identify possible careers during vocational based field trips, career fairs and/or agency fairs
  - identify and tour possible post-school options including: colleges, trade schools, occupational centers or programs
  - participate in and off campus vocational classes or opportunities
  - participate in a job shadow experience in chosen career path
  - participate in paid or non-paid work experience
  - identify and utilize community agencies and resources
  - meet eligibility requirements for entry into post-school program of choice apply for admission to post-school program of choice

\*Adapted from  
*Grade Level Competencies: Transition to Adult Living*  
 California Department of Education, 2001

# High School Students with Cognitive Challenges

## Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

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### Instruction

**ACTIVITIES:** Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
  - participate in IEP meeting by communication preferences with a “yes” or “no”
  - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
  - clearly express preferences in class and social situations
2. Student will gain career skills. Student will be able to...
  - orally recall personal data including complete name, home address and phone number
  - write full name in signature form
  - recognize numbers and signs to the restroom or offices at school
  - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, etc.
  - demonstrate skills in simple cooking and shopping
  - work steadily when given a repetitive task
  -
3. Student will become aware in various careers. Student will be able to...
  - participate in field trips, career fairs and/or agency fairs
  - perform situational assessment at a training site
  - develop independent work skills at a training site

### Community Experience and Post School Living

**ACTIVITIES:** Select #1 “Develop awareness of community services and employment options.”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores such as...
- participate in social/recreational activities such as...(bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- identify “community helpers” versus strangers
- walk to nearby community sites (such as market, post office) with family
- locate and utilize local public transportation
- participate in field trips and/or career fairs with family support, identify preferences for post-school options and post school living choices at an agency fair or in the community
- with family support, identify, apply and utilize support agencies, resources and post-school living options in school and community
- with family support, identify and tour appropriate post-school programs
- with family support, participate in community volunteer activities
- participate in a supported employment work based learning experiences

## Post School Education and Employment

**OUTCOMES:** Select all possible outcomes for each student.

**Services to Support the OUTCOMES:** Utilizing the Learn to Earn Curriculum (or other transitional materials).  
Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
  - participate in IEP meeting by communicating preferences with “yes” or “no”
  - communicate with adults using head gestures such as nodding for “yes” and shaking for “no”
  - clearly express preference in a school, social or work situation
  - actively participate in their IEP meeting by...
  
2. Student will gain career skills. Student will be able to...
  - orally recall personal data including name, home address and phone number
  - write full name in signature form
  - identify and label coins and bills by name and numerical value
  - identify and demonstrate an understanding of community signs such as a stop sign, restroom , telephone, hospital, etc.
  - demonstrate skills in simple cooking and shopping
  - work steadily when given and repetitive task
  - increase a one task assignment to learn a two to three step task
  - acquire 2-4 independent work skills at school
  
3. Student will become aware of various careers. Student will be able to...
  - participate in field trips, career fairs and/or an agency fairs
  - perform situational assessment at a training site
  - work at a designated site at school (cafeteria, library, bookroom, etc.)
  - develop independent work skills at a training site
  - work with supervision at a supportive employment site

\*Adapted from

*Grade Level Competencies: Transition to Adult Living*  
California Department of Education, 2001

## Grade Level Transition Activities

Teacher will determine responsible personnel, the appropriate timeline and the degree of accuracy for each student.

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### Instruction

**ACTIVITIES:** Complete #9, and #10 “Other” with: “Participate in the Learn to Earn Curriculum (or other transition instructional materials)”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum, Life Skills (or other transitional materials)

1. Student will gain self-advocacy skills. Student will be able to...
  - participate in IEP meeting by clearly expressing preferences in school, social or work situations
  - participate in IEP meeting by expressing personal strengths, hurdles and/pr career interests
  - participate in IEP process by developing, implementing and sharing a personal transition plan including post-school options and agency support
  - express ideas and feelings, listen and appropriately interact with peers, supervisors and community members
2. Student will gain career skills. Student will be able to...
  - orally recall personal data including complete name, home address and phone number
  - write full name in signature form
  - with assistance, complete forms or applications accurately demonstrate skills in simple cooking and shopping by...
  - identify and demonstrate an understanding of community signs such as a stop sign, restroom, telephone, hospital, etc.
  - demonstrate understanding of appropriate behaviors in various community setting such as...
3. Student will become aware in various careers. Student will be able to...
  - participate in field trips, career fairs and/or agency fairs
  - develop independent work skills at a training site
  - locate and independently travel to various community sites such as...
  - identify and utilize various community support agencies, businesses and/or resources

### Community Experience and Post School Living

**ACTIVITIES:** Select #1 “Develop awareness of community services and employment options.”

**Services to Support the ACTIVITIES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

- participate in hobbies and chores at home such as...
- participate in social/recreational activities such as...(bowling, etc.)
- participate in after school activities such as... (sports, clubs, etc.)
- identify “community helpers” versus strangers
- walk to nearby community sites (such as market, post office) with family
- locate and utilize local public transportation
- participate in field trips and/or career fairs
- with family support, identify preferences for post-school options and post school living choices at an agency fair or in the community

- with family support, identify, apply and utilize support agencies, resources and post-school living options in school and community
- with family support, identify and tour appropriate post-school programs
- with family support, participate in community volunteer activities
- participate in a supported employment work based learning experiences

## **Post School Education and Employment**

**OUTCOMES:** Select all possible outcomes for each student.

**Services to Support the OUTCOMES:** Utilizing the Learn to Earn Curriculum (or other transitional materials). Student will be able to...

1. Student will gain self-advocacy skills. Student will be able to...
  - participate in IEP meeting by clearly expressing preferences in school, social or work situations
  - participate in IEP meeting by expressing personal strengths, hurdles and/pr career interests
  - participate in IEP process by developing, implementing and sharing a personal transition plan including post-school options and agency support
  - express ideas and feelings, listen and appropriately interact with peers, supervisors and community members
  - be responsible for maintaining personal identification items
  
2. Student will gain career skills. Student will be able to...
  - orally recall personal data including name, home address and phone number
  - write full name in signature form
  - with assistance, complete forms, applications and work related documents accurately
  - demonstrate skills in simple cooking and shopping by...
  - identify and label coins and bills by name and numerical value
  - identify and demonstrate an understanding of community signs such as a stop sign, restroom , telephone, hospital, etc.
  - demonstrate understanding of appropriate behavior in various community settings such as...
  
3. Student will become aware of various careers. Student will be able to...
  - participate in field trips, career fairs and/or an agency fairs
  - work at a designate d site at school (cafeteria, library, etc.) with supervision
  - locate and independently travel to various community sites such as...
  - work with supervision at a supported employment site
  - develop independent work skills at a training site

\*Adapted from

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California Department of Education, 2001