

New York State User's Guide

Take the Next S.T.E.P.

A guidebook to
support inclusive
and collaborative
student-directed
transition planning

NEXT STEP
Student Transition & Educational Planning



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The following schools participated in the field-test of this program:

New York State

Alfred-Almond High School, Almond
Arkport High School, Arkport
Aviation Vocational High School, Queens
Bronx Leadership Academy, Bronx
Canisteo High School, Canisteo
East Brooklyn School of Transit Technology, Brooklyn
Hornell High School, Hornell
New Dorp High School, Staten Island
Social Change Alternative High School, Manhattan
Vanguard Alternative High School, Manhattan

Ohio

Dublin Scioto High School, Dublin
Eastland Career Center, Groveport
Fairfield Career Center, Carroll
Green High School, Franklin Furnace
Hamilton High School, Hamilton
Hamilton Township High School, Hamilton

Introduction

The purpose of this guidebook is to help special and general educators collaborate effectively to teach self-directed transition planning within the general curriculum.

Adolescents need to plan for their future lives after leaving high school. Whether this occurs through “transition” programs in special education or “career education” programs in general education, the needs of students and the types of instructional interventions can be very similar. Students who engage in self-directed transition planning can find meaning and structure within their secondary school experiences as well as lay a good foundation for their emerging adulthood after finishing school.

Educators who plan to serve all students are faced with two challenges that will be explored in this guidebook. One challenge is to create an *inclusive* learning environment in which students with and without disabilities can learn together as they plan for their futures. Another challenge is to create an instructional environment in which special and general education teachers, and perhaps even parents and student leaders, can *collaborate* in the delivery of this instruction.

The information in this guide comes from 16 demonstration sites across two diverse states. More than 40 general and special educators, students and parents have shared information about inclusive classrooms and collaborative planning necessary to deliver instruction on self-direction. The participants across our demonstration sites represent a variety of types of schools and settings including:

- *schools in small rural communities and schools in large urban communities,*
- *schools where many types of inclusive classrooms already exist and schools where very few inclusive classrooms are in place, and*
- *schools where general and special educators have established collaborative relationships and schools where collaboration between general and special educators is a fairly new concept.*

In spite of this diversity, consistent themes emerged from their experiences. These will be described in the remainder of this guidebook.

We assume that users of the guidebook have already been exposed to the basic components of Next S.T.E.P. The basic curriculum Next S.T.E.P. Student Transition and Educational Planning, 2nd Edition (Halpern, Herr, Doren, & Wolf, 2000) can be obtained through the PRO-ED Corporation (phone: 1-800-397-7633 or www.proedinc.com). We have written this guidebook to help those of you who are ready to take the Next S.T.E.P. of teaching self-directed transition planning to students with and without disabilities learning together.

We have also provided a “copy ready” brochure to help potential users gather support for implementing this program in their schools. The brochure can be found in **Appendix A** of this guidebook.

Student Benefits

The most important consideration as one **takes the Next S.T.E.P.** is the impact on the students who participate. We obtained information from over 140 students across our demonstration sites. Students completed questionnaires about their experience in the program. We also conducted telephone interviews with teachers, and parent and student leaders. One way to appreciate the benefits to students is to read what some of our students, parents, teachers, and site managers had to say.

A few of our student leaders expressed their perceptions of the benefits of participating with the following words:

“I think this is very important because it teaches us stuff for our future. You know, stuff we need to know. What I learned is really important to me.” (Student leader, English class)

“I learned a lot about what I need to do for the future. I need to go through high school so I can get a good job. I need to keep up on my health. Mom and dad aren’t always going to be around, it’s going to be me. I also learned about how everybody didn’t want the same thing.” (Student leader, English class)

“I think I really learned a lot. If anything, that college isn’t a joke. It’s coming and if I’m not prepared I’m going to fall behind. So everything I can do to prepare myself is good. I know now there will be consequences. If I don’t put in my applications for college, and if I don’t try and get good grades now, then I won’t end up where I want to be.” (Student leader, Careers class)

A parent team member had this to say:

“I think this is a great project and I hope that it continues on every year offering it to the schools, I really do. The kids need this. It’s not just sitting and listening to a teacher talk. It’s getting students involved in school and what they have to do for the future.” (Parent team member, English class)

One teacher shared how student interaction and classroom discussions were enhanced by the activities in the curriculum:

“We were continually amazed at how certain individuals performed. They’ll seem to be out in left field and then, all of a sudden, come up with something outstanding. And that goes for students with and without disabilities. So we were always saying, ‘Did you see that person’s reaction to this?’ We’ve had a couple of class discussions that I don’t believe would have happened in any other class that I have been a part of.” (Special Education teacher, English class)

The following quote is from a teacher who described the experience of a student in the class:

“There was this one girl and she wanted to be a teacher desperately. Her mother came down for open school night and said, ‘My child can’t accomplish this, I don’t even know if she will graduate high school.’ I showed the parent what we do and told her about the program, and she said, ‘Oh wow, this is wonderful and this is something she could do.’ She was all excited. And that particular student you could see that toward the end, even if she could not be a teacher, that she chose something that she might like to do. I saw positive differences by the last class.” (General Education teacher, Health class)

Another teacher described her perception of student benefits in the following manner:

“Before my students participated in the curriculum, they didn’t have any goals. After participating, they all at least have one goal. When they first started, there were students that knew they wanted to be physical therapy assistants five years out of high school. Now these students know that their grades have to improve because they have a goal they are working towards. I am very pleased.” (General Education teacher, Career Education class)

Finally, our site managers visited sites on a regular basis and shared their perceptions:

“When I talked to students about the program, it was clear that they learned how much planning must occur even if they know what they want for their futures. For example, some students had been accepted to college, but they had not really thought about the process that had to take place once they were there. Other students knew they wanted to live in an apartment when they got out of school, but had not gone through the steps of, O.K. how much is it going to cost. Now they understand that planning is a process and that they may need to go back and keep adjusting their plans.” (Site manager)

“When I was visiting one of the sites, they were doing student plan presentations. There was this one young man talking about the different changes that he had in his life, what his dreams were, and then brought it down to a plan. You could sense the students in the class treated this as an important thing – a culminating activity. They really understood the value of the process.” (Site manager)

“What worked well was when students initiated their own planning meetings. In one site, students did a Powerpoint presentation. They sat in the position of the seat of authority at their meeting. The students introduced everybody that was there and then they invited everyone to the computer and a show called ‘This is my life’. They were very proud of it and it was a good way to demonstrate students use of technology, get a review of what students are doing, and what they have accomplished.” (Site manager)

An important outcome of participating in the Next S.T.E.P. curriculum is for students to experience success in working on their transition goals. We examined the percentage of students in our demonstration sites who fell into one of three groups: (1) students who developed one or more goal plans, (2) students who actually worked on one or more goals, and (3) students who completed one or more goals. As Figure 1 shows, the majority of students (88%) in our demonstration sites worked on or completed a goal.

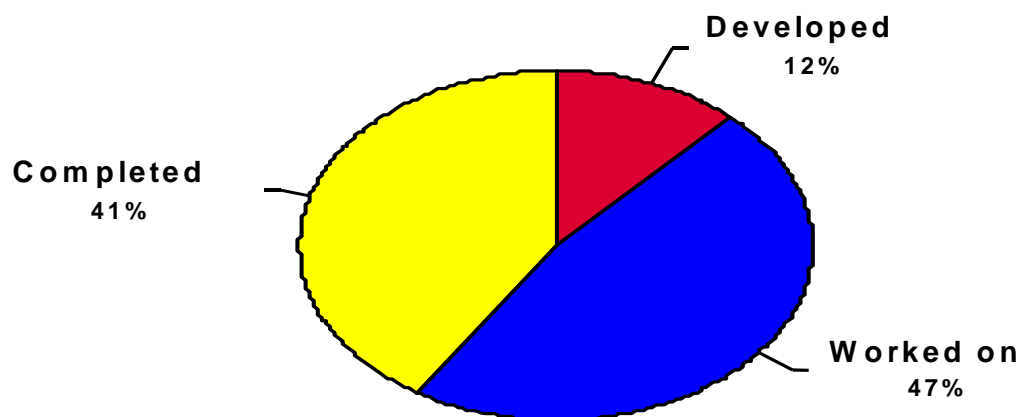


Figure 1. Percentage of students in each of three groups.

We found that student perceptions about key components of self-directed transition planning differed depending on how much progress they made in setting and achieving goals. We examined:

- *the degree to which students asked for help to achieve their goals,*
- *the degree to which students felt in control, confident about, and wanted to, take charge of important decisions about their lives, and*
- *the degree to which students found Next S.T.E.P. helpful in learning how to plan for their future.*

Support from teachers, parents, and family

There are many opportunities within the curriculum for teachers and parents/advocates to provide active support to students as they learn how to do self-directed transition planning. Although students are learning how to take ever increasing responsibility for their future, this does not preclude the need for support from important people in their lives.

These key stakeholders may not know that students need their support. An integral component of the Next S.T.E.P. curriculum is for students to formally identify people who can help them achieve their goals. In order for this to be effective, students need to advocate for the help they need. We asked students how much they asked for help from others to achieve their goals. It is evident from Figure 2, that students who completed a goal were most likely to indicate that they asked for help compared to students in the other two groups. One can speculate that asking for help from key stakeholders to achieve goals may facilitate goal completion.

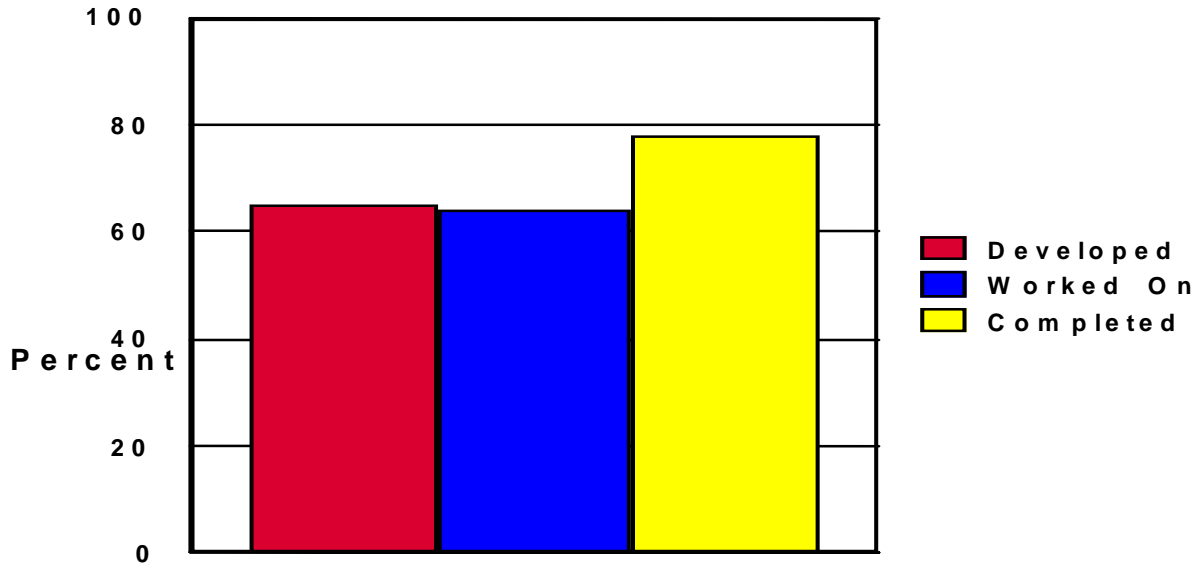


Figure 2. Percentage of students who asked for help to achieve goals

Perceptions about taking charge

As students go through the curriculum lessons, they do self-exploration and self-evaluation activities. Students then use this information to make informed choices about goal selection and the steps they need to take to achieve goals. An intended outcome of the curriculum is that students learn a process of planning that they can use throughout their lives. At the heart of this process is that students learn how to take ever increasing responsibility for their future.

We asked students how they felt about taking charge of important decisions regarding their future. Figure 3 shows the percentage of students who indicated that they felt in control, confident about, and wanted to take charge of important decisions about their future across each of our three groups. A higher percentage of students who worked on or completed a goal felt “in charge” of their futures compared to students who only developed a plan.

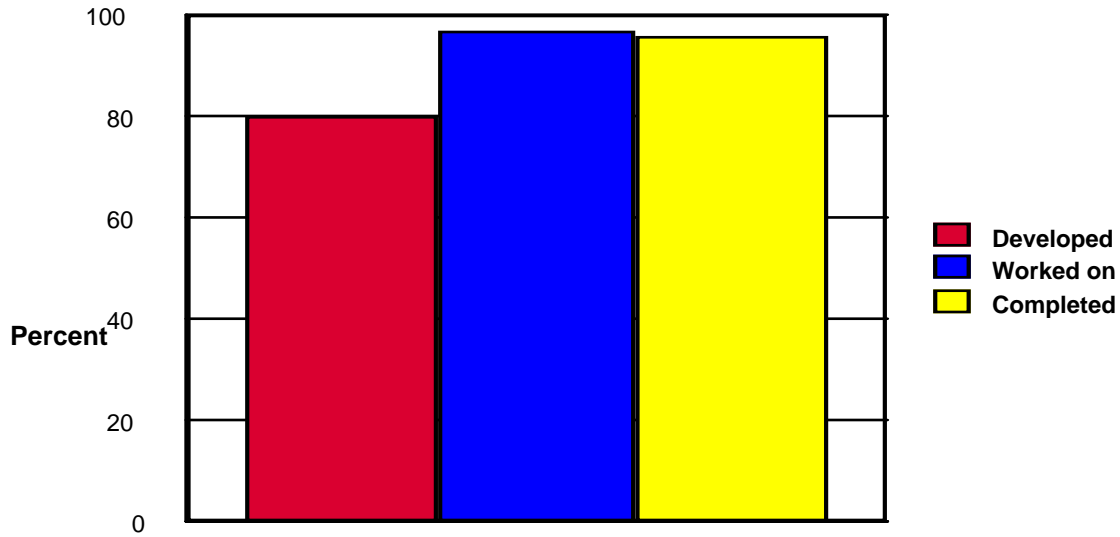


Figure 3. Percentage of students who felt in control, confident about, and wanted to take charge of important decisions about their future.

Perceptions about Next S.T.E.P.

We asked students how helpful they thought Next S.T.E.P. lessons and activities were in helping them learn how to plan for their future. Not surprisingly, Figure 4 indicates students who worked on or completed one or more goals perceived the most benefit from participating in Next S.T.E.P. compared to students who only developed a plan.

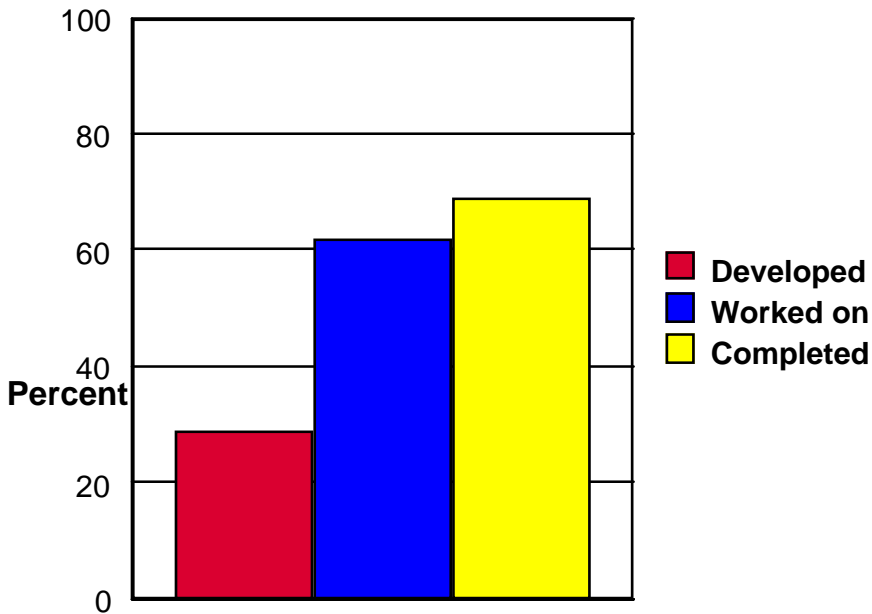


Figure 4. Percentage of students who perceived Next S.T.E.P. helped them learn how to plan for their future.

Summary

Based on the qualitative responses, teachers, parents and students indicated a number of benefits of participating in the program. Teachers and parents witnessed increased student engagement in class, respect for other’s opinions, progress toward goal completion, and parent support. Students indicated that they learned a process for planning and felt more aware of and in control of their future. Finally, our site managers indicated how important it was to have a culminating “capstone” event where students take charge of presenting their plans. There are lessons in the curriculum that address individual planning meetings and alternative methods to ensure students feel a sense of accomplishment and closure toward the end of the class.

Based on student responses on the questionnaire, some consistent findings emerged. Students who completed one or more goals indicated most frequently that they asked for help to achieve their goals, developed a “take charge” attitude about making decisions regarding their future, and perceived that participation in the program helped them to learn how to plan for their future. These findings demonstrate that, for the program to work, it is vital that students experience progress toward goal completion. Setting a goal is only the first step toward goal completion. Students also need to gain experience implementing their plans, making adjustments along the way, and accomplishing their goals.

Student Benefits: Recommendations

- Encourage students to ask for help to achieve their goals.
- Ensure that students complete one or more goals before the end of the class.
- Plan and conduct a culminating or capstone event toward the end of the class at which students can share their accomplishments.

INCLUSIVE CLASSROOMS

In this section, teachers provide feedback about what works well to build inclusive classrooms to teach how to do self-directed transition planning. *What does an inclusive classroom look like?*

- Students with and without disabilities are learning together.
- Students with disabilities are learning alongside their same-age nondisabled peers.
- Students with and without disabilities are receiving Next S.T.E.P. instruction and the instruction in which the curriculum is embedded.
- Support services are available in the classroom to teach both students with and without disabilities.
- Students with disabilities or at risk for academic failure are not over- or under-represented.
- Instruction enhances peer relationships and benefits all students.

Working in an inclusive classroom presented new challenges to many of our teachers. Consistent themes emerged from teachers’ experiences about what works well when implementing the curriculum with diverse students in inclusive general education classes. In this section, teachers share their experiences and make suggestions about:(a) the class in which Next S.T.E.P. is embedded, and (b) instructional strategies to address student diversity.

The Class in Which Next S.T.E.P. is Embedded

“Differences in the class you are putting the Next S.T.E.P. program into can really affect the flow and ease with which you can implement the activities and the whole process.” (Special Education teacher, Career Education/Internship program)

Content

In what type of class will Next S.T.E.P. fit? The comment above, from one of our teachers, expresses how important it is to carefully consider how Next S.T.E.P. and the other content in the class will work together. The authors of Next S.T.E.P. suggest and teachers have agreed that the curriculum works best when it is embedded into an existing class that teaches other content in addition to Next S.T.E.P. The Next S.T.E.P. lessons are typically taught two or three times a week, with the remainder of the class time devoted to the other content.

Teachers in our demonstration sites used the curriculum in a variety of classes. Some of the classes included closely related subjects such as career education. Other classes included less directly related subjects such as English. As Next S.T.E.P. becomes increasingly presented in inclusive classrooms, the variety of possible content within embedded classes will also increase. Teachers suggest the following about making Next S.T.E.P. work well with other content:

- Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.
- Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

Meaningful connections

Teachers told us that the class worked best when connections were made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content taught in the class. Teachers found that the more disparate the content between Next S.T.E.P. and other class content, the more difficult it was to retain lesson-to-lesson continuity. Teachers told us that it was not the name of the class but the content of the class that needed to be considered. Below are some examples of how teachers developed meaningful connections between Next S.T.E.P. and other content.

One teacher taught Next S.T.E.P. in a career education class in which students developed a resume and completed job applications. This teacher had students use what they had learned and produced in Next S.T.E.P. regarding their interests and skills to help them to develop these products. Another teacher, in a technology class, had

students develop a monthly budget using a computerized data base to determine if they had enough money to rent a place to live. This activity was done in conjunction with the Next S.T.E.P. lesson Living On Your Own.

Other teachers had to stretch a bit more to make connections between Next S.T.E.P. and other class content. For example, several teachers taught the curriculum in an English class. Below are examples of how two of our teachers made connections:

“We had students write a five paragraph paper in which they described the goals they developed in Next S.T.E.P. and how they were going to complete their goals. This assignment was incorporated as one of our assignments for English.” (General Education teacher, English class)

“We really tried to tie the content of Next S.T.E.P. with the content we were doing in our English class. Lesson 4 of the curriculum suggests students write a paragraph about their hopes and dreams and how their hopes and dreams influence their future plans. We used this writing activity to satisfy one of our English assignments.” (Special Education teacher, English class)

Engage in planning

Teachers in our demonstration sites quickly realized how important it was to plan how to coordinate the instruction of Next S.T.E.P. and other content in the class before getting started. Many teachers had difficulty dealing with the competing demands of Next S.T.E.P. and other content. For most of our teachers, Next S.T.E.P. was new, while, the other content was fully integrated into the school’s ongoing program. Some teachers were caught off guard when, for example, an English examination was just around the corner, or a career education curriculum had just entered the phase that required job shadowing with employers. When these demands emerged, Next S.T.E.P. lessons were sometimes postponed or not completed due to the pressures of competing content.

Based on these experiences, teachers suggested taking the time to plan how to best coordinate instruction. One of our teachers put it this way:

“Teachers need to be aware of how important it is to make an assessment early on. They need to look over the materials and consider how Next S.T.E.P. is going to fit into their class. Then they can think about how fast or slow to go and what modifications they can make beforehand instead of scrambling in the middle of it.”
(General Education teacher, English class)

Class Composition

All of our teachers agreed that Next S.T.E.P. works best in a naturally occurring, long-standing, inclusive class where students are working with their same-age peers. In some of our sites, long-standing inclusive classrooms were part of the school environment. In other sites, inclusive classrooms were being formed at the time teachers were exploring the use of Next S.T.E.P. Teachers identified two important characteristics of the students in the class that facilitated an inclusive environment:

- Students are of similar age and grade level.
- Students are part of the class on a full-time basis.

Similar age and grade level

Some teachers ran into difficulties when students in the class varied widely in age and/or grade level. The issue of student age and/or grade level was especially prevalent when Next S.T.E.P. instruction was involved because of its focus on planning for the future. Two of our teachers explained the problems they encountered in these ways:

“Basically the special education kids were 10th and 11th graders and the general education kids were mostly 12th graders. So it was difficult adjusting the curriculum. The senior mentality compared with 10th grade mentality is so different - never mind the special education. Last year I had just 10th and 11th graders and that worked so much better.” (General Education teacher, Health class)

“The seniors in the class had the attitude, ‘Okay this is my last year, I’m getting out and I have to think about college or my career.’ The 9th grade, 10th grade and even the 11th grade students were really concentrating on the here and now and were not even thinking about graduation. What the seniors cared about compared to the younger students differed too much and we had a hard time dealing with that.” (Social Work intern, Career Education/Internship program)

Based on these experiences, our teachers suggested building an inclusive classroom in which students are of similar age and grade level.

Students are part of the class on a full-time basis

Creating an inclusive class simply to accommodate Next S.T.E.P. sometimes led to students being “placed” temporarily into a class in which they participated in part but not all of the instruction. This created an artificial inclusive environment that did not work well. Teachers across the board told us that students in the class should be part of the class on a full-time basis. One of our site managers, who is also a teacher, visited several of our sites on a regular basis and had this to say:

“The best approach from the sites that I saw was to place the curriculum in a pre-established class where all kids automatically go, like home and careers or technology. These approaches worked best. The most successful classes I saw were classes that everybody takes, not a ‘made up’ class.” (Site manager)

Instructional Strategies to Address Student Diversity

Many dimensions of student diversity occurred in our demonstration classes including, ethnicity, socioeconomic status, age, student ability, student interests and broad influences from rural versus urban settings. Of all these dimensions, classes with students of differing abilities and interests emerged as the most influential reasons teachers employed a variety of instructional strategies. Teachers shared their experiences on how they addressed student diversity in ability and interests.

Student ability

In any class, students represent tremendous learning variation. A skilled teacher recognizes this and adjusts instructional interventions to maximize student learning. In a class of students with diverse abilities, our teachers found that different students responded differently to the Next S.T.E.P. curriculum. These responses were based upon student-perceived difficulty of the lessons. Some students perceived Next S.T.E.P. lessons were too easy and became bored. Other students perceived the lessons were too difficult and became frustrated. Teachers in our demonstration classes told us that they had to walk a fine line to effectively accommodate both types of responses. Increasing or slowing the pacing of the lessons inevitably left one group of students dissatisfied. Teachers offered the following suggestions that worked well to address these two types of responses to the lessons:

- Embellish lessons for those students who are moving more quickly than others.
- Use cooperative learning strategies.
- Use peer tutoring strategies

Each Next S.T.E.P. lesson contains “core” activities and “enrichment” activities that are available for teachers to incorporate into their lesson plans. Additional opportunities for enrichment may be possible depending on the nature of the class content in which Next S.T.E.P. is embedded. Embellishing lessons with activities for those students who perceived the lessons as too easy was found useful by teachers because it resulted in all students remaining engaged in the instruction. Here are several examples of how teachers modified lessons in this way:

“Some of my students really felt like the first lessons in the curriculum were too easy. So we developed an activity around the four goal areas introduced in the first lessons – you know, Jobs, Education and Training, Personal Life, and Living on Your Own. The other teacher and I developed all of these fictional situations of people in each of these four areas. Like one guy who went to college and found out he did not have enough money for all of his books or fun because his parents were only paying for his tuition. We had the students try to go back and plan for that guy so he would end up being able to afford books and some fun. All the students got into it and responded well.” (Special Education teacher, Employability class)

“Some of our students found making the collage about their hopes and dreams hokey but others really liked it. So we added something to this activity. Because we were doing different writing assignments in the class for English, we had students develop an essay about someone else’s collage. We paired students up and had them interview each other and ask questions about each other’s collage and what it represented about that person’s hopes and dreams. We then spent time in class having students write about each other’s hopes and dreams and how these were captured in the collage. It worked well. Students really took the lesson seriously and it helped my students understand that although they may differ in many ways they all had hopes and dreams and everyone didn’t always know what they wanted right away either. For the rest of the semester students seemed to respect each other more.” (General Education teacher, English class)

Cooperative learning strategies

The main purpose of cooperative learning is to create a learning environment in which students work with their classmates to achieve group goals and help one another learn. Many of the teachers in our demonstration sites attempted to use elements of cooperative learning to facilitate the teaching of Next S.T.E.P. in an inclusive setting with highly divergent learners. They found that cooperative learning groups worked well when two features were present:

- Groups are structured to require the active participation of all group members.
- Groups are structured to accommodate the “personalities” of group members.

Teachers did a number of things to incorporate these features. Some teachers found that groups worked best when they structured the work to require participation from all group members so that no one student or group of students “took over” the group. The following quote from one of our teachers demonstrates how member participation was encouraged:

“We had a large class, and because of the collaborative teaching model, we had three people in the class: myself, the special education teacher, and a college intern. We split the class into three groups that were inclusive. Each of us took a group and made sure that students in the group were working on the same thing and that each group member was participating in completing the assignment. We were kind of the group facilitator while the students would ask each other questions and help each other out. We just made sure that students were working together and that no one person was trying to lead the group or influence others with a bad attitude. It worked well because students in the group were all working toward the same goal.” (Special Education teacher, Health class)

Some teachers found that groups worked best when they were structured to reflect the “personalities” of group members: outgoing matched with shy, distracted matched with focused, non-motivated matched with motivated. Teachers often found that these dimensions of group structure ensured group member participation and accountability more than matching students based on “ability level.” Here is what some teachers had to say about creating groups:

“Well, certain students worked better together and it didn’t seem to be related to skill level. Some were more outspoken and I couldn’t place all my quietest students together and then have all the chatty, ‘I want to go up to the front of the room and present’ in one group, so we had to balance it out to have a good mix of recorders and reporters and kids in the group that would engage in conversation.” (Special Education teacher, Career Education /Internship Program)

“We had one group where two of the students in the group were just too distracted by other things. Another student in the same group was just not motivated. So next time, we split them up and placed each of them in a different group. The students and the groups worked much better.” (General Education teacher, Career Education class)

Peer tutoring

The basic purpose of peer tutoring is for students who have mastered a topic to provide learning assistance to those who have not. In our demonstration sites, the most common reason teachers employed peer tutoring was when their class contained students who were proficient readers as well as students who had trouble reading. Teachers attempted to make the pairings of students mutually beneficial so that one person was not always on the giving end and the other person on the receiving end. This point is best illustrated by the following comment:

“One girl is a great thinker and you would think that she’s a top ‘A’ student, but she can’t read very well at all. So we would pair her up with someone who could read and help her. The student would read to her and she would have these great insights that she would share.” (Special Education teacher, English class)

Some students who could not read well were embarrassed and put up their defense mechanisms. One teacher described how the students who could not read well made fun of the curriculum. When the teacher talked to these students, they shared their perception that the general education students knew all the answers and that they did not have anything in common with them. The teacher confided that it took a while to build trust among students in the classroom. What helped was some of the large group activities at the beginning of the curriculum. After engaging in a couple of these activities, all of the students realized that they were concerned about the same things and had a lot more in common than they thought. Once this occurred, the teacher said things fell into place

more easily and the students who could read better actually took the initiative to help the other students. The teacher described how this worked in the following way:

“We ended up doing peer tutoring where we would say, ‘Why don’t you guys work together over here and help each other out.’ The students didn’t have a problem because they were thinking more about what they were doing instead of how it was being done. I heard one student who was helping another with the reading say, ‘Hey let me read the questions and then we can think about how we want to answer it together and then you can write down the answer.’ It did take awhile to build trust that we weren’t going to single out students. Some of the special education students who were acting out in the beginning were able to see that even though a student is in general education, maybe that student doesn’t know all the answers either.” (General Education teacher, Career Education class)

The benefits of peer tutoring are not limited to providing assistance with reading. Next S.T.E.P. provides multiple opportunities for effective pairings including, for example, pairing students to brainstorm activities that will lead to goal completion, to identify solutions to barriers that emerge as they implement their goals, and to organize a presentation of their accomplishments.

Student Interests

Teachers were confronted by a variety of student interests in their classrooms. Some students had picked out a college and were interested in preparing to leave home. Other students were concerned about what classes they were going to take next year. Some students wanted to work on goals pertaining to jobs. Other students wanted to work on personal life goals. Interestingly, teachers found that student interests and student age were highly correlated. Seniors tended to be more interested about their future after school. Younger students were more interested in what was going on in school.

The selection of goals and activities is flexible within Next S.T.E.P. In order for the curriculum to work well, teachers told us that they had to take into consideration differences in student interests and make modifications to address these differences. Teachers offered the following suggestions:

- Focus on the goal areas that interest your students.
- Select activities that reflect student interests in an area.

Focus on the goal areas that interest your students

The curriculum provides a structure for addressing four distinct areas for transition planning: (1) jobs, (2) education and training, (3) personal life, and (4) living on your own. Teachers have the flexibility to choose which areas to address. A good reason for choosing one area over another would be the particular interests of the students who happen to be in the class. If these interests happen to be fairly uniform across class members, then it certainly makes sense to focus upon the “hot” areas of interest. Two of our demonstration teachers focused on either jobs or education and training, and described their rationale this way:

“We still covered all four areas, but we focused more on and broadened the jobs and education topics due to having seniors in the class.” (General Education teacher, Health class)

“I leaned toward the education and training and job areas. This term the students were not very open to discussing the private part of their lives.” (General Education teacher, Preparation for Life class)

Select activities that reflect student interests in an area

The curriculum allows for flexibility and creativity on the part of students in choosing the specific activities to accomplish their goals. Student interests highly influenced what specific activities students selected. One teacher expressed the range of student interests through the following comment:

“My seniors are interested in what they are going to do after they leave school. My younger students, even my 11th graders, are interested in short-term goals, like ‘How do I pass this class?’” (Social Work intern, Career Education class)

Teachers helped students to select activities that addressed their interests. For example, students in one class were largely concerned about successfully completing their current classes. These students developed and worked on specific activities that addressed this goal. Teachers found it important to structure the activities within a goal area so students could quickly feel a sense of accomplishment and to lay a solid, positive foundation for goal planning.

Summary

Teachers shared their experiences and made suggestions about what worked well when implementing the Next S.T.E.P. curriculum with diverse students in inclusive general education classes. Teachers made a number of recommendations to help other teachers develop an inclusive learning environment where students with and students without disabilities work together as they plan for their future.

Inclusive Classrooms: Recommendations

The Class in Which Next S.T.E.P. is Embedded Content

- Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.
- Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

Class composition

- Select or build a class in which students are of similar age and grade level.
- Create an inclusive class in which all students are part of the class on a full-time basis.

Instructional Strategies to Address Student Diversity

Student ability

- Embellish lessons for those students who are moving more quickly than others.
- Structure the activities in cooperative working groups to require the active participation of all group members.
- Structure cooperative working groups so group members are working toward a common goal.
- Structure cooperative working groups to reflect the “personalities” of students and facilitate participation of group members.
- Build trust among the students in your classroom before attempting to use peer tutoring strategies.
- Peer tutoring does not have to be one-sided. Develop activities and student pairings so that both can benefit from the interaction.

Student interests

- Focus on the goal areas that interest your students.
- Select activities that reflect student interests in an area.

COLLABORATIVE PLANNING AND TEACHING RELATIONSHIPS

There are a number of challenges teachers face when delivering instruction to students with and students without disabilities learning together. Both general and special education teachers found that building collaborative planning and teaching relationships with each other and other key people was helpful to meet the diverse needs of students in their classrooms. What does collaboration look like?

- A team is formed that consists of a general and special education teacher, one or more student leaders, and a parent.
- Team members meet together to plan and evaluate the impact of the instruction.
- Teaching responsibilities are shared between a general and special education teacher and other participants are involved in teaching activities to some degree.

In this section, teachers provide feedback about what works well in building collaborative relationships. Teachers came from diverse schools and settings. Some schools had a history of collaboration between special and general education in which teachers teamed together to develop new programs, modify curricula, or co-teach. Some schools had little or no experience with collaboration.

In spite of this diversity, consistent themes emerged from their experiences. Teachers provided information about:

- building a team,
- establishing team leadership,
- finding common planning and evaluation time, and
- establishing and using co-teaching strategies to deliver instruction.

Team Building

Instructional teams do not commonly exist in our public schools. For the most part, each teacher is solely responsible for teaching his or her own classes. Our approach to developing an inclusive model for teaching Next S.T.E.P. includes a delivery approach using an instructional team.

Establishing the core team

Even though parent and student leaders participated on teams, the core members of each team consisted of a general and special education teacher. In some sites it was the special education teacher. In other sites it was the general education teacher who initiated team building. Either way team building began, it was most successful when:

- members perceived mutual benefits from collaboration and
- members shared a mutual respect for one another

Two teachers expressed the importance of these characteristics in the following ways:

"I think the main thing is getting somebody who wants to work with you. It's ideal that we know each other, we get along, and we do a good job together. I guess that if I was in a room with another teacher who really did not want or need me to be in there, then this would not have worked out." (General Education teacher, Math class)

"I think I would recommend that teachers find someone with whom they can work. We were similar in style of teaching. I don't think that this is a necessary requirement, but we've both been teaching for about the same number of years. Neither of us had control issues or any of the other quirky stuff that can come with personalities. So that would be my recommendation — pick someone that you think you can work with." (Special Education teacher, Social with an Studies, class)

Involving parent and student members

In order to successfully recruit parent and student leaders, teams offered the following suggestions:

Parent members

- Recruit parents who are already members of the school community.
- Recruit several parents to fill various roles that involve shorter time commitments.

- Look to community organizations and agencies to fill the parent team member role.

Student members

- Recruit students based on their interest in learning leadership skills.
- Recruit several student leaders to fill various roles.
- Look to student organizations to fill the leader roles.

Parents and students who were involved told us that it was important to be included in team planning meetings and to have roles that truly helped teachers and other students. Parents took on various roles in our demonstration sites. One parent co-taught Next S.T.E.P lessons, another conducted presentations in the class about jobs, and another helped with paper work. Students also took on various roles. One student led a classroom discussion on prioritizing time, another co-taught the lesson on how to complete the Transition Skills Inventory (TSI), and another offered suggestions and feedback during team meetings about which activities would work best in the class. Parents and students who were involved told us of the benefits to team membership. A parent and student described their perceptions in the following way:

"I think it is great when parents are involved. They need more projects like this in school. It helps teachers because they need the extra hand and they have someone that they can lean on a little bit. I also think that the students are more interested when parents are involved." (Parent team member, English class)

"I think it's a really good idea that they thought to have a student leader because it's good to have kids talking with kids instead of teachers always talking to kids. It's good for students to have responsibility." (Student leader, English class)

Team Leaderships

One question we explored during our demonstration was whether or not teams needed a leader to function effectively. We found that, overall; teams with leaders functioned more effectively than teams without leaders. Without a designated leader, some of the details slipped through the cracks. One teacher described the problem with the following comment:

"We didn't really focus on all of the stuff with the parents. If there had been someone to coordinate sending home letters and getting parents to a breakfast, and all that stuff; this piece would have worked better." (General Education teacher, Employability class)

In most instances, designating a team leader enhanced the quality of the collaboration. We discovered two very different leadership approaches. Some leaders "took charge" and basically made decisions and did most of the Next S.T.E.P. teaching. Other leaders tended to serve more as facilitators, with the purpose of guiding a set of procedures for sharing responsibilities among team members. Whichever approach was used, in all of our demonstration sites, a teacher took on the leadership role.

When did a "take charge" leadership model prevail?

Several common conditions seemed to prevail when teams adopted the "take charge" leadership approach. The team leader was more experienced than other team members in teaching Next S.T.E.P. content and/or had a stronger mandate and more time than other team members to focus on Next S.T.E.P. Under these conditions, it made sense for one person to step up and assume major responsibilities. The following teacher comments illustrate this approach:

"I think that you have to have a leader. Nothing would get done if you didn't. One person needs to be a leader and then you delegate as you go." (Special Education teacher, English class)

"I assumed the primary role in designing lessons, collecting all data forms, and actually presenting the course. I hope that this was a positive influence. I know that the academic subject teachers have a very full plate around here and I would not want to have given them an inordinate amount of additional responsibilities, so that's why I felt very comfortable in taking this leadership role." (Special Education teacher, Family group)

"She was the main teacher. She is very knowledgeable and I think that she is doing a good job. She's the transition coordinator of our school, so she has a lot of information. She definitely knows what she is doing. I am learning from her and maybe with the learning, I could do it next year. She's a good role model." (General Education teacher. Math class)

When did a facilitative approach to leadership prevail?

When teams adopted a facilitative approach to leadership, the experience levels of team members seemed to be somewhat even, as were their mandates and time to accept responsibility for teaching Next S.T.E.P. Under this leadership approach, responsibilities for implementing the curriculum tended to be somewhat evenly distributed among team members. Whoever was acting as the leader assumed logistical responsibility for "making things happen," such as coordinating meeting times, sharing responsibilities for teaching specific lessons, and completing paper work. Here are some teacher comments illustrating this leadership approach:

"I definitely think that you need a leader. You need one person who is basically going to be in charge, although we all step up and do this from time to time."
(General Education teacher, Health class)

"She took charge of scheduling when we would meet. When we met, we would brainstorm ideas together. It was 'Do you want to do this and I'll do that?' I think that this worked out well for us." (General Education teacher, Social Studies class)

"We'd both read the lesson ahead of time. Then we'd meet and she would say, 'OK, we have this and that to do. ' I'd put in my ask her to sit two cents and say, 'I don't think this is going to fly. We either need to bag this or change that. ' She would think about it. If she made a change, it was usually a good suggestion, something that would work." (General Education teacher, Social Studies class)

Teachers in our demonstrations sites did not advocate for one approach over another, but they recommended that a team leader be designated whichever approach is adopted.

Planning and Evaluation Time

When did team members find time?

In order for several people to function effectively as an instructional team, it would seem that team members must spend some time together planning and evaluating their joint efforts. Based on the experiences of our demonstration teams, this was definitely easier said than done. The problem wasn't a lack of motivation. For the most part, team members wanted to plan and evaluate together but they often found it difficult to arrange the logistics of such meetings.

Collaborative Planning and Teaching Relationships

In some of our sites both the general and special education teachers had a planning period as part of their typical work day, and the time for their planning periods coincided. Teachers were always enthusiastic about the benefits of using this time to work on their collaborations pertaining to instruction. Under the best circumstances, parents and students participated in these meetings.

More often than not, such an ideal situation did not occur. Planning periods did not coincide or, one or both teachers did not have a designated planning period built into their day. In these situations, teams created opportunities to meet. Teams attempted a variety of approaches, including using lunch periods, sessions before or after school, short meetings in the hall between classes, phone conversations, and occasionally meeting in a team member's home. Many teams used a combination of these approaches to work on their collaboration. In some cases, this approach worked well. The following teacher comment illustrates this:

“The other teacher and I are at school early enough in the morning that we would use that time to meet. It was good too because our parent member could make it before she went to work.” (Special Education teacher, Career Education class)

Whether or not participants were able to meet regularly during scheduled planning periods in school, or alternatively if they were able to create a "patchwork" approach to planning and evaluation, there was uniform agreement about the need for such interactions. The underlying concern was almost always the same: teachers would waste instructional time and may make serious mistakes if they attempted to "wing it" during class.

What Did Team Members Need to Meet About?

A special and general education teacher were the members most likely to meet regularly about day-to-day instructional decisions. The content of these meetings tended to focus on one or more of the following three topics:

- instructional strategies to address student diversity,
- alternative approaches to individualized self-directed transition planning, or
- dynamics of instructional collaboration.

Instructional strategies to address student diversity

One issue that collaborating teachers wanted to address in their planning and evaluation sessions was the choice and possible modifications of lesson activities to meet different students needs. Teachers and other team members told us that they needed to use their planning and evaluation sessions to develop instructional modifications. One teacher described in the following way how this or every other issue was addressed:

"How do we attack a certain lesson? How do we decide the order of the components in the lesson? Do we need to make any modifications in terms of leaving a part out that we don't think is relevant to our students? We didn't use every activity in the curriculum. Some of the activities lent themselves better to our class than other activities. We also worried about time. If we do a particular activity, do we want to finish it in one day or allow it to spillover into another day?" (Special Education teacher, English class)

Alternative approaches to student directed transition planning meetings

Another issue raised by several teachers pertained to the part of the curriculum calling for each student to participate in a self-directed transition planning meeting. The purpose of this meeting is two-fold:

1. to provide an opportunity for students to celebrate their accomplishments in the curriculum and
2. to foster interactions between students and their significant others concerning the students' future transition plans.'

Although this type of meeting is a significant capstone event for students it can be difficult to conduct within an inclusive classroom. Special education students are often able to incorporate transition planning into their regularly scheduled IEP meeting. This opportunity does not always exist for general education students.

Many teams found it necessary to use their instructional planning and evaluation sessions to develop alternative approaches for students' individual transition planning meetings. The Next S.T.E.P. curriculum addresses this concern by suggesting that, in lieu of a full-fledged student-directed transition meeting, teachers might

schedule classroom time for students to present their transition plans to each other. Some of our demonstration teachers offered additional suggestions. For example one teacher asked students to write a five paragraph essay describing their plans in each of the transition areas that they had addressed. This essay was sent home for parent review and discussion. The motivation for this type of modification was that time was insufficient to do individual planning meetings for all students. Many teams used their planning time to brainstorm these types of alternative capstone events to allow students to feel a sense of pride and closure by sharing their accomplishments with others toward the end of the class.

Dynamics of instructional collaboration

Teachers expressed the need to plan how they would share instructional responsibilities and then follow up with an evaluation of the impact of these decisions. The comments below illustrate teachers concerns about the need to plan for collaboration.

"We talked about what am I going to do on these days, what is he going to do on these other days, and how are we going to mesh the Next S. T.E.P. curriculum into the entire class." (General Education teacher, English class)

"A lot of times it was just contact to say, 'OK, this is your week and I finished this lesson and this is where we are at and do you think you can get at least to here? Is there something I need to do to help you?'" (Special Education teacher, Career Education)

"We talked about what each of us was going to be teaching for the rest of the week, and how this was going to work when we ..broke up the class into three small groups." (General Education ~NEXT S.T.E.P. Teacher, Health class)

"We'd always discuss the roles that each of us was going to play, and we'd even map out a routine that was sort of like 'good cop/bad cop. ' Not exactly this routine, but we would decide 'you bring up this point and I'll bring up this other point, and we'll just kind of work off of each other.'" (Special Education teacher, Employability class)

"It makes me feel more comfortable in what I have to do rather than just being thrown in there without knowing what's going on. She was able to give me some background about what my role would be." (General Education teacher, Math class)

Based on teacher experiences in our demonstration sites, collaborative instruction was not effective without planning and evaluation opportunities.

Co-Teaching

Co-teaching is not a new idea. It just is not done very often. In this sense, our demonstration of a collaborative model for teaching Next S.T.E.P. in an inclusive setting was not a "natural" way of delivering instruction.

How was instruction delivered?

Three models of co-teaching were used across our demonstration sites.

- A lead teacher taught Next S. T.E.P. lessons with others assuming the role of assistants.
- Two instructors alternated responsibility as lead teacher.
- Two instructors shared responsibility for each lesson

The first model of co-instruction involved one teacher assuming primary responsibility for teaching all lessons pertaining to Next S.T.E.P. and the collaborators assuming the role of "assistants." The second model involved two teachers alternating responsibility for serving as the lead instructor. Sometimes teachers alternated after completing each lesson. In other instances, teachers alternated every week regardless of whether the lesson was completed or not. The final model involved complete sharing of instruction for each teaching of the lesson by the co-instructors.

Teachers in our demonstration sites indicated that they chose one lead teacher for Next S.T.E.P. instruction when the lead teacher had more experience than the collaborating instructor in teaching the curriculum or similar content, or the lead teacher had a stronger interest than the collaborating instructor in assuming major responsibility for the curriculum. When the other models were chosen, both collaborators seemed to have equal experience and interest in assuming a leadership role as instructors.

One model of co-instruction was not preferred over another. The choice of a model was made based on the particular experiences, interests and amount of time available to each of the co-instructors.

What were the perceived benefits of co-instruction for students?

Regardless of the model chosen, teachers in our demonstration sites had fairly common perceptions about the benefits of co-instruction for students.

Different explanations

"Co-teaching makes it easier for students because sometimes they need to have more than one way of understanding something. My co-instructor and I often had different ways of expressing something." (General Education teacher, English class)

Managing behavior

"The students could get very rambunctious sometimes, and so when there were two of us, it was easier to monitor everybody staying on task." (Special Education teacher, Career Education/ Internship program)

Individual instruction

"When we have them in groups and independently working on things, we can move the process along because there are two of us going around." (Special Education teacher, Career Education/Internship program)

Personal attention

"When you get caught in a conversation with one student about something that is personal, a couple of minutes can go by really quickly." (Special Education teacher, Career Education/ Internship program)

Modeling inclusion

"Her students didn't know me and mine didn't know her. I think that the students kind of liked seeing us both up there together. It was clear that I was not there just to work with my special education students. It allowed the students to blend together in more of a group." (Special Education teacher, Math class)

Increased engagement

"It kept everybody, the kids, on their toes because they didn't know which teacher was going to say something next. It kept them motivated too, because we each had examples that helped us to feed off each other." (General Education teacher, Employability class)

What were the perceived benefits of co-instruction for teachers?

Teachers also believed that co-instruction enabled them to function better as teachers. Most of the teacher comments about this tended to focus on a single theme: two styles are better than one; two personalities are better than one; two heads are better than one.

"I think that it was a positive thing because they got to see two different teaching styles and we work very well together. When one person is teaching, the other person is there for support. Sometimes we would interject things while the other was teaching." (Special Education teacher, Career Education class)

"We work well together. We've always liked working together. She knows exactly where she is headed with the lesson; I keep the kids in control for her. We kind of balance each other with each of our own strengths, so we can function as a team and get the students to do what they need to do." (Special Education teacher, Career Education/Internship program)

"I think it's good because kids can have something explained two different ways and they are not just listening to the same person all the time. I was able to sit toward the back of the room, and contribute thoughts I had as they came up, just like he did when I was up front." (General Education teacher, English class)

"I think it's great. I love cooperative learning and working with other teachers because it gives the kids a break from me. They don't want to listen to me all the time. They have a better chance to see someone else's ideas. The kids like it. It gives them a break from the everyday, normal routine." (General Education, English class)

In order for co-teaching to work well, teachers underscored the importance of developing mutual respect between collaborators and establishing planning time to prepare for instruction.

Summary

Teachers shared their experiences and made recommendations about what worked well to build collaborative planning and teaching relationships. Teachers offered the following recommendations about team building, team leadership, team planning and evaluation time, and co-teaching.

Connections to Standards and School Reform Efforts

During recent years, the connections between special and general education have been strongly influenced by national attention to educational reform. For the Next S.T.E.P. curriculum to have maximum long-term utility, it must be relevant to these educational reform efforts. There are two areas within the general education reform movement that seem to be particularly relevant for users of the Next S.T.E.P. curriculum:

- Standards for student performance
- Student assessments

In this section we present information and suggestions about how to maximize the connections between the Next S.T.E.P. curriculum and these two broad areas of concern. The information and recommendations provided in this section address the following themes:

- connections between Next S.T.E.P. lessons and student performance standards, and
- using Next S.T.E.P. student performance results to assess standards.

Next S.T.E.P. and Student Performance Standards

In the area of educational reform, what captures most of our attention is the national interest in raising “educational standards.” Spawned from an assumption that we are failing to educate our students adequately, numerous efforts have emerged, at federal, state and even local levels, to improve education through the articulation of new standards of excellence. In a broad sense, standards are viewed as student performance goals which should serve as the ultimate criteria of educational success. All 50 states have embraced performance standards as a keystone of their educational reform efforts.

In spite of all this activity, it is still somewhat unclear how the articulation of standards will actually affect both curriculum and instruction, on the one hand, and student assessment on the other hand. Within special education, there is a further concern that raising standards will only make it increasingly difficult for students with disabilities to participate successfully in the general education curriculum.

New York State has actively explored student performance standards for years. Most of this effort has centered on the articulation and refinement of these standards. The redesign of instructional programs to address these standards is still a work in progress.

So where does this leave the users of Next S.T.E.P.? The best answer to this question is that we have an opportunity to explore. Statewide standards have clearly arrived in New York State, and one way or another, they will guide instructional efforts in the future. Teachers will be expected to teach to these standards, and students will be expected to accomplish the standards, to the best of their ability. What we need is a road map from the instruction that connects to the standards.

Such a road map is now available for the users of Next S.T.E.P. We have examined the content of Next S.T.E.P. lessons and mapped this content on to the New York State Learning Standards. As we examined the entire curriculum in light of these standards, we were encouraged to find many useful connections. Tables 1 and 2 in Appendix B provide a guide to help you make these connections. Table 1 displays connections sorted by Next S.T.E.P. lesson. Table 2 displays connections sorted by standard (i.e., English Language Arts; Career Development and Occupation Studies). At the end of this section, we also provide two specific examples of these connections.

Next S.T.E.P. and Standards Assessment

Currently student performance standards exist primarily as guidelines for focusing instruction rather than as a fully developed assessment system for evaluating student outcomes. The development of a useful assessment system, however, is clearly an important vision that will guide the standards movement to the next level of implementation. Some preliminary efforts toward this end seem to point the way to the type of assessments that will eventually emerge. A set of rubrics will be developed that can be used to score evidence of student performance with respect to indicators that represent desired standards. All evidence pertaining to this process will be stored within student portfolios.

This is a fairly complicated assessment system, especially when compared to traditional paper and pencil tests that utilize either true/false or multiple-choice response formats. Many people believe that the new rubric-oriented approach to student assessment is more accurate than paper and pencil tests for measuring important student outcomes. For example, if we are interested in a student’s ability to gather relevant information about job opportunities in the community that correspond to personal interests, some sort of concrete evidence of accomplishing this will be more relevant than answers to multiple-choice test items. Unfortunately, the technology for this new type of assessment is still in its infancy, and implementing it seems to be significantly more time-consuming than traditional tests. Here we provide two examples of what a rubric approach to assessment of performance indicators might look like, drawing upon Next S.T.E.P. content for the example.

Examples of Next S.T.E.P. Connections to Standard, Indicators, and Assessment

Example One: Point/Scoring System

When examining the lesson content within Next S.T.E.P, we found a number of activities that were relevant to the English/Language Arts standards and performance indicators. One example is found in Lesson 14 Goals for Living On Your Own. The activity on page 209 requires students to:

- a) choose a social issue that concerns them, their community, school, or family;
- b) research the issue by gathering and reading information from various sources;
- c) compose and send a letter to a state representative that expresses their concern for the issue and what they would like the representative to do.

Here is an example of what a numeric/point system rubric approach to authentic assessment of this indicator might look like in New York State, starting with the NYS English/Language Arts Learning Standard:

Standard 1 Language for Information and Understanding (Speaking and Writing)
Commencement Level performance: present a controlling idea that conveys an individual perspective and insight into the topic

Specific indicators include the student’s ability to:

- Transmit information
- Ask clarifying questions
- Interpret information into one's own words
- Apply information from one context to another
- Present the information and interpretation clearly, concisely and comprehensively

A teacher may require that the contents of the letter to the state representative incorporate these indicators. Then, the teacher would develop a scoring system corresponding to the number of components successfully included in the letter to complete the rubric assessment:

COMPONENT: WRITING A LETTER

DIMENSION: Rubric

RATINGS: Point System

Score: 4

The student:

- Stated a social issue of concern
- Developed clarifying questions related to the social issue
- Cited three original media for information gathering (i.e. internet, television/radio, original documents, direct interview)
- Interpreted information into one’s own words
- Applied information from one context to another
- Used appropriate business letter format
- Used appropriate and correct spelling, grammar and a developed vocabulary
- Created a typed and aesthetically pleasing document
- Sent the letter
- Received a response

Score: 3

The student:

- Stated a social issue of concern
- Developed questions related to the social issue
- Cited three media for information gathering (e.g., internet, television/radio, documents, interviews)
- Interpreted information
- Applied information to the task
- Used letter writing format
- Used correct spelling and grammar
- Created an aesthetically pleasing document
- Sent the letter
- Received a response

Score: 2

The student:

- Stated a social concern
- Used two sources for gathering information
- Relayed the information gathered into document
- Used correct spelling
- Created a letter
- Sent the letter

Score: 1

The student:

- Verbally stated a concern
- Expressed thoughts related to the concern
- Relayed concern in a written format

Score: 0

The student:

- Did not attempt the task
- Attempted a task not related to the assigned lesson

Examples 2: Evaluation Characteristics of the Product

Another set of standards focuses on Career Development and Occupational Studies (CDOS). Standard 3a: Universal Foundation Skills (Personal Qualities)

“Personal qualities generally include competence in self-management and the ability to plan, organize and take independent action.”

The commencement level performance indicator for this standard is:

“Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.”

Lessons 9 through 14 contained in Unit 4 of the curriculum focuses on teaching students to set and achieve goals in the four goal areas. The activities in these lessons require students to choose personally meaningful goals, develop and prioritize activities that will lead to goal completion, monitor their progress and make adjustments to their plans, if necessary.

A teacher might require specific end products be completed as an outcome of Lessons 9 through 11. The outcome of these three lessons should be the creation of a student selected job goal. The following is an example of how a rubric might be structured to assess this standard and the specific performance indicator using five categories to structure assessment as an alternative to the point-based system provided in the first example.

COMPONENT: GOAL COMPLETION

DIMENSION: Rubric

RATINGS: Characteristics

Distinguished:

The student

- Chose a personal and meaningful goal
- Developed a prioritized list of activities that lead toward that specific goal
- Developed a method to monitor progress toward meeting this goal
- Completed the Plan Sheets or created a plan containing at least the following component parts; desired goal, skill strengths related to goal, skill needs to reach the goal, prioritized activities, support help needed, time lines to completion, a statement of future plans (goals)
- Completed Next S.T.E.P.’s Worksheet, identifying activities that can be completed in one week that support each goal
- Monitored/recorded and evaluated the progress of each activity
- Demonstrated adjustments related to monitored progress
- Met the goal (original/adjusted)
- Developed a statement of future plans (goals)
- Detailed how to reach future goals

Proficient:

The student

- Chose a personal and meaningful goal
- Developed a list of activities focused on the specific goal
- Completed the Next S.T.E.P. worksheet with an activity that supports the specific goal
- Recorded and evaluated the progress of the specific activities
- Changed the activities related to progress statement
- Met a portion of the goal
- Developed a statement related to future plans (goals)
- Completed the Next S.T.E.P. worksheets

Competent:

The student

- Chose a goal
- Developed activities related to the goal
- Completed the Next S.T.E.P. worksheets
- Recorded the activities completion

Supported:

The student

- Chose a goal
- Completed an activity related to the goal
- All sections of the goal planning sheets were attempted

Reteach:

The student

- Did not attempt the lesson/activity
- Attempted a task unrelated to the lesson/activity

Tables 1 and 2 in **Appendix B** provide a starting point to assist teachers in developing rubrics for student assessment by New York State Learning Standards. Teachers can develop a rubric approach to student assessment that works for them.

We offer the following recommendations for connecting Next S.T.E.P. to reform efforts.

Connections to Standards and School Reform Efforts: Recommendations

Connections between NEXT S.T.E.P. and Standards

- Examine the extent to which New York State Learning Standards are being utilized in your school district to evaluate the relevance and importance of curriculum materials being used.
- Develop a process for demonstrating the connections between NEXT S.T.E.P. and New York State Learning Standards, using Tables 1 and 2 in Appendix B as a source of information.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

Using NEXT S.T.E.P. performance for assessment of standards

- Examine the extent to which rubrics are being used in your school district to evaluate student achievement of New York State performance indicators.
- Develop a process for implementing rubric assessments of student performance indicators with NEXT S.T.E.P. outcomes and products.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

Summary of Recommendations

Student Benefit

- Encourage students to ask for help to achieve their goals.
- Ensure that students complete one or more goals before the end of the class.
- Plan and conduct a culminating or capstone event toward the end of the class at which students can share their accomplishments.

Inclusive Classrooms

Content

- Select a class in which meaningful connections can be made between the purposes and activities of Next S.T.E.P. and the purposes and activities of other content being taught in the class.
- Engage in purposeful planning on how to coordinate Next S.T.E.P. with other content in the class.

Class composition

- Select or build a class in which students are of similar age and grade level.
- Create an inclusive class in which all students are part of the class on a full-time basis.

Student ability

- Embellish lessons for those students who are moving more quickly than others.
- Structure the activities in cooperative working groups to require the active participation of all group members.
- Structure cooperative working groups so group members are working toward a common goal.
- Structure cooperative working groups to reflect the “personalities” of students and facilitate participation of group members.
- Build trust among the students in your classroom before attempting to use peer tutoring strategies.
- Peer tutoring does not have to be one-sided. Develop activities and student pairings so that both can benefit from the interaction.

Student interests

- Focus on the goal areas that interest your students.
- Select activities that reflect student interests in an area.

Collaborative Planning and Teaching Relationships

Team building

- Ensure that collaboration benefits each team member.
- Establish a climate of mutual respect among team members.
- Involve parent and student members.

Team leadership

- Teams with leaders function more effectively than teams without leaders.
- A “take charge” leadership approach works well when one collaborator has more experience and/or a stronger mandate to teach Next S.T.E.P. than other collaborators.
- A “facilitative” leadership approach works well when team members have somewhat equal experience and/or mandate to teach Next S.T.E.P.

Team planning and evaluation time

- Use planning and evaluation time to examine specific activities in each lesson in terms of appropriateness for all students in the class and make modifications in the activities when necessary.
- Use planning and evaluation time to insure that some type of “capstone” event is offered toward the end of the class.
- Discuss and examine specific responsibilities as collaborators, focusing on the lesson just completed and on the upcoming lesson.

Co-teaching

- Choose one lead teacher for Next S.T.E.P. instruction when the lead teacher has more experience than the collaborating instructor teaching the curriculum or similar content and more interest in assuming a leadership role as an instructor of Next S.T.E.P.
- Choose two instructors alternating or sharing responsibility for Next S.T.E.P. when both teachers have somewhat equal experience in teaching the curriculum or similar content and equal interest in assuming a role as an instructor of Next S.T.E.P.
- Reflect on the specific benefits to students that result from co-teaching Next S.T.E.P., since these benefits provide a powerful incentive for teachers to engage in co-teaching.
- Reflect on the specific benefits to teachers that result from co-teaching Next S.T.E.P., since these benefits also provide a powerful incentive for teachers to engage in co-teaching.

Connections to Standards and School Reform

Connections between NEXT S.T.E.P. and Standards

- Examine the extent to which New York State Learning Standards are being utilized in your school district to evaluate the relevance and importance of curriculum materials being used.
- Develop a process for demonstrating the connections between NEXT S.T.E.P. and New York State Learning Standards, using Tables 1 and 2 in Appendix B as a source of information.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

Using NEXT S.T.E.P. performance for assessment of standards

- Examine the extent to which rubrics are being used in your school district to evaluate student achievement of New York State performance indicators.
- Develop a process for implementing rubric assessments of student performance indicators with NEXT S.T.E.P. outcomes and products.
- Implement this process in a manner that will be useful for administrators, teachers and parents in your school to promote awareness, appreciation and support of NEXT S.T.E.P.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS
SORTED BY LESSON NUMBER

Appendix A

Administrative Brochure

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER


	 <p>Help Prepare All Students for Life After High School</p> <p><i>Self-Directed Transition Planning for All Students</i></p> <p>A Field Tested Model Utilizing Collaborative Instructional Teams to Implement the NEXT S.T.E.P. Curriculum in Inclusive Classroom Settings</p>	<p>A Model to Help Educators Prepare Students for Life After High School.</p> <p>All adolescents need to plan for their future lives after high school. Whether this occurs through “transition” programs that are found in special education or “career education/occupational studies” programs that are found in general education, the needs of students and instructional interventions can be similar in both situations. This model was developed to incorporate “best practices” of inclusion and collaboration to teach self-directed transition planning instruction in the general curriculum.</p> <p><i>What is the NEXT S.T.E.P. Curriculum?</i></p> <ul style="list-style-type: none"> ◆ A set of structured lessons that will help students to plan for the future ◆ An approach that will help students take charge of developing a transition plan for leaving school and beginning to live as adults in the community.
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TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

<p><i>What will students learn by using NEXT S.T.E.P.?</i></p> <ul style="list-style-type: none"> ◆ How to conduct a self-evaluation of important skills that will help their transitions go well. ◆ How to develop and implement goals in four critical transition areas. Jobs Education & Training Personal Life Living On Your Own ◆ How to facilitate a personal transition planning meeting. ◆ How to monitor and adjust their plans as needed. ◆ How to celebrate their accomplishments. <p><i>How can NEXT S.T.E.P. be a meaningful part of the general education curriculum?</i></p> <ul style="list-style-type: none"> ◆ NEXT S.T.E.P. is easily incorporated into existing, general education classes in a variety of subject areas. ◆ NEXT S.T.E.P. purposes and out-comes connect to many of the New York State Learning Standards. ◆ NEXT S.T.E.P. facilitates the assessment of student progress towards meeting standards. 	<p><i>How can NEXT S.T.E.P. instruction be successfully delivered in inclusive classrooms?</i></p> <ul style="list-style-type: none"> ◆ Place the curriculum in a pre-established, inclusive class where all students participate on a full-time basis. ◆ Develop meaningful connections between NEXT S.T.E.P. and other content taught in the class. ◆ Build Collaborative instructional teams consisting of: <ul style="list-style-type: none"> √ General Education Teacher √ Special Education Teacher √ Parent/Advocate √ One or more Student Leaders √ Other school or community support members. ◆ Create meaningful ways for all team members to be involved in ongoing NEXT S.T.E.P. instruction. ◆ Establish common planning and evaluation time for instructional team members. <p style="text-align: center;">For more information about NEXT S.T.E.P. contact ProEd at 1-800-897-3202 or www.proedinc.com</p>	<p><i>What are the benefits of teaching NEXT S.T.E.P. using a collaborative instructional team in an inclusive setting?</i></p> <p><i>Teachers have the opportunity to...</i></p> <ul style="list-style-type: none"> ◆ Co-teach in an inclusive classroom. ◆ Learn from each other's skills. ◆ Role model collaboration for students. ◆ Nurture leadership among parent and student members of the instructional team. <p><i>Students have the opportunity to...</i></p> <ul style="list-style-type: none"> ◆ Learn and demonstrate leadership skills while working as part of an instructional team. ◆ Implement a planning process to help them make decisions about their future. ◆ Work collaboratively with other students in an inclusive classroom. <p><i>Parents have the opportunity to...</i></p> <ul style="list-style-type: none"> ◆ Help their child plan for the future ◆ Volunteer as a role model/leader in their child's class.
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Appendix B

Table 1. Connections between NEXT S.T.E.P. and New York State Learning Standards sorted by NEXT S.T.E.P. lesson number

Table 2. Connections between NEXT S.T.E.P. and New York State Learning Standards sorted by standard

NOTE: STANDARDS ARE “COMMENCEMENT” LEVEL FROM THE 1996 REVISED EDITIONS.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
1	p. 29: Panel of former students.	Participate in a discussion about transition issues.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
1	p. 30: Haiku Plans - writing activity	Use the literary form of Haiku poetry to write about the importance of planning for the future.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
1	pp. 23-24: Overview video and discussion	Engage in group discussion about video content and components of transition planning process.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
1	p. 29: Panel of Former Students	Prepare interview questions and engage in question and answer session with peer group panel.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
2	pp. 36: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
2	pp. 37-38: Profile Activity	Read paragraphs and write down answers to questions in small groups, and share answers with other class members.	ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
3	p. 50: Activity 3	Create a collage representing likes and dislikes.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
3	p. 51: Transition Planners	Create a personalized Transition Planner (portfolio).	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
3	pp. 48-49: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
3	p. 50: How likes and dislikes can be used in transition planning	Engage in discussion of relationship between likes and dislikes and choices in four transition planning areas.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
4	pp. 61-62: Tip - Create Hopes & Dreams Wall	Create a mural on the classroom wall to illustrate hopes and dreams.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
4	p. 62: Interview support person about their hopes and dreams.	Interview an adult support person.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
4	pp. 61-62: Activity #2 - Creating and sorting dream cards.	Identify and prioritize hopes and dreams.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
4	p. 63: Futuristic Poetry - writing activity	Use the literary form of writing poetry in couplets to write about hopes and dreams.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
4	p. 62: Interview Support Person about Hopes and Dreams	Individually interview an adult and engage in class discussion about interview results.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
5	p. 73: Activity 2	Act our skills that students do and don't do well.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
5	pp. 75-76: Focusing on the Talents	Use pencil, crayon and paint on paper to illustrate what students do well and don't do well.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
5	pp. 73-74: Discussion of relationship of strengths and weaknesses to transition planning	Engage in group discussion about relationship between transition planning and the things one does well and does not do well.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
6	pp. 81-82: Discussion on the topic of taking tests	Discuss and understand the differences between testing and self-evaluation.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
6	p. 81: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.
8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.
8	p. 110: Secret Message Activity	Create a pencil and paint work depicting skills the student wants to learn or improve.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
8	p. 107: Group problem solve to identify ways others might improve or work around a skill.	Assist others in developing ways to improve skills.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
8	p. 103: Discussing discrepancies in TSI profile report.	Listen and understand discrepancies in ratings of skills between self-assessment and assessments completed by others.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
8	pp. 103-106: Processing the TSI	Identify personal strengths and areas for improvement. Evaluate discrepancies among various TSI respondents.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
8	pp. 105-107: Understand TSI profile report.	Learn strategies to improve or work around skill deficits.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
8	p. 110: Problem solving for skills deficits.	Develop strategies to cope with skills deficits.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
8	p. 108: Skill Summary Sheet - Reading and understanding profile report and summarizing skills.	Read profile report, understand and interpret discrepancies from different sources, synthesize ratings and summarize strengths, and areas for improvement on summary sheet.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Synthesize information from diverse sources and identify complexities and discrepancies in the information.
8	pp. 103-104: Looking for discrepancies among ratings.	Interpret ratings from multiple sources.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
8	pp. 104-106: Identify Skills that are Strengths	Compare and contrast skills to identify strengths and areas for needed personal development.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
8	p. 109: Character Improvisation Skits - writing activity	Use the literary form of short story to write and read aloud / act out a short story based on a personal strength.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
8	pp. 109-110: Acrostic Poem - writing activity	Use the literary form of acrostic poetry to write about a personal strength.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
8	p. 105: Celebrating strengths	Speak to class and share individual strengths. Listen for feedback from class members about additional strengths.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.
8	pp. 91-99: Complete TSI Ratings	Rate self on personal and social skills.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.
9	p. 130: Next Steppin' Charades	Act out Next Step activities.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.
9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.
9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications, mock job interviews, and job shadowing to learn about careers in the arts.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.
9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).
9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications and job interviews, and job shadowing to learn about careers in the arts.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).
9	pp. 119-126: Develop a Jobs Student Plan Sheet.	Choose a goal that matches interests and skills and develop a plan for completing the chosen goal.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	pp. 120-126: Students choose a goal in the Job area.	Select a goal in the Job area based on outcomes from self-exploration and self-evaluation activities and amount of job experience.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Apply decision-making skills in the selection of a career option of strong personal interest.
9	p. 130: Job Goal Suggestions (enhancement activities)	Explore various job requirements and relate their strengths to justify why they would be good at the job and also relate what they need to learn or do better in order to obtain job.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
9	p. 128: Want Ad Scavenger Hunt - job research and analysis	Research various jobs found in newspaper and identify existing or needed skills to be qualified for that job.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
9	pp. 133-140: Students present evidence of meeting standards for Job goal completion.	Present and understand the relationship between the requirements of a job and their own skills and abilities.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Analyze skills and abilities required in a career option and relate them to their own skills and abilities.
9	p. 130: Job Goal Suggestions (enhancement activities)	Interview employers about skills required and related to academic need.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
9	pp. 133-140: Present evidence of meeting Job goal standards.	Develop work samples, reports, and other items to include in their goal completion presentation. Identify the relationship between different types of skills required for jobs/careers explored, sampled and selected.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 127: Punctuality Counts - mock court or debate option	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
9	p. 130: Job Goal Suggestions	Participate in a mock job interview.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
9	pp. 117-140: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
9	p. 127: Punctuality Counts - mock court or debate	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 128: Want Ad Scavenger Hunt - Reading want ads to understand jobs.	Interpret and analyze information in the newspaper to understand different jobs.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.
9	pp. 122-123: Choose Jobs goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Jobs goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present and discuss proposed solution to case study scenario using a mock court or debate presentation format.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.
9	pp. 119-126: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present argument and related evidence about proposed solution to case study scenario in mock court or debate activity.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, present rationale for proposed solution to case study scenario.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
9	pp. 133-140: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present details and evidence from the case study to persuade the group to adopt a specific solution.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, adjust one's oral presentation in order to respond to opponent's presentation.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience.
9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Use debate skills in a formal debate or mock court setting.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.
9	p. 119: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	p. 127: Punctuality Counts (discussion) - case study scenario	Engage in group discussion about case study scenario.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
9	pp. 128-129: What Do I Do? - job skills discussion	Engage in individual conversations about job related skills and activities.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
9	p. 130: Job Goal Suggestions (Job shadow, mock interviews, etc.)	Listen to employer presentations, participate in mock job interviews, and talk with an adult in a job shadow setting.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
9	pp. 104-106: Understand TSI Ratings	Identify strengths and weakness related to personal and social skills.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.
9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	pp. 119-126: Develop a Jobs Goal Student Plan Sheet.	Choose a goal in the Jobs goal area that matches students' interests and skills and develop a plan for completing the chosen goal.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.
9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job interviews, and job shadowing.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal. Choose and work on an activity and monitor progress and next steps for improvement.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
9	pp. 120-126: Goal A - Research Jobs	Choose activities related to Education and Training goals. Develop a plan and monitor progress.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.
10	p. 148: Sand Painting	Create a progressive sand painting showing progress toward a goal.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.
10	p. 144: Students choose Next Steps to complete a goal in the Job area.	Choose and work on activities to complete a goal in the Job area.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.
10	pp. 141-156: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
10	pp. 141-156: Choosing Next Steps.	Prioritize a number of possible activities toward goal completion. Choose one activity to be completed in a week. Choose criteria for activity completion.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
10	p. 144: Complete Next Step Worksheet	Break down activities into smaller logical sequential steps that will lead to achievement of an activity.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
11	p. 160: Students complete a Job goal.	Meet standard for goal completion and complete a Job goal.	CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.
11	pp. 157-162: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
11	p. 158: Share progress toward completion of Next Step.	Give and receive constructive criticism regarding activity completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
11	p. 159: Students share their Next Steps	Speak to class and small groups and share progress in accomplishing Next Steps. Listen to and incorporate feedback from class members.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.
12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.
12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.
12	p. 168-169: Complete student plan sheet for Education and Training goal.	Choose a goal based on recorded hopes and dreams, and likes and dislikes.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about educational requirements of dance-related careers.
12	p. 170: Vocational Representatives - research various vocational training programs and career options	Research various career options including training cost, length of program, and job placement options upon completion.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
12	pp. 176-177: Education and Training Goal B.	Select vocational training that relates to a variety of occupational opportunities.	CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
12	p. 171: Been There - Doin' That (panel discussion with college students)	Participate in a discussion about college.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
12	pp. 168-169: Work on an Education and Training Goal	Choose an Education and Training goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
12	pp. 163-182: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
12	p. 168: Choose Education and Training goals based on recorded information about hopes and dreams and likes and dislikes. Identify the personal strengths and areas for improvement related to selected goal.	Choose Education and Training goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
12	pp. 168-169: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
12	p. 170: Jammin' Alternatives - writing activity	Use the literary form of rap lyrics to write and present a rap about the alternative ways to finish high school.	ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.
12	pp. 174-181: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
12	p. 171: Been There - Doin' That (panel discussion with college students)	Prepare interview questions and engage in question and answer session with a panel of college students.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
12	pp. 166-169: Education and Training Goals	Choose activities based on education and training goals. Develop a plan and monitor progress.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.
13	p. 189: My Life Activity	Create a collage depicting the student's personal life activities and interests.	Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	pp. 185-188: Work on Personal Life Goal A.	Explore new ways to use leisure time.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.
13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.
13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.
13	p. 188-189: Mini Workshops - presentation about personal activity, interest or talent	Present 5- to 10-minute talk about activity, interest or talent to class.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
13	pp. 187-188: Work on a Personal Life Goal	Choose a Personal Life goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	pp. 183-202: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	p. 187: Choose Personal Life goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Personal Life goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
13	pp. 188-189: Mini Workshop - plan and present information about a personal activity, talent or interest.	Speak to the class about a personal activity, talent or interest.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.
13	pp. 187-188: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
13	pp. 192-199: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Health Education - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	p. 6: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle.
13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Take reasoned action toward reaching personal health goals.
13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Take reasoned action toward reaching personal health goals.
13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Physical Education - Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	p. 6: Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.
13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
13	pp. 186-188: Personal Life Goal B	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Demonstrate responsible personal and social behavior while engaged in physical activities.
13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.
13	p. 185: Alternate Activity	Group brainstorm to find activities that could relate to the following goals: using leisure time, getting along with others, and improving physical, mental, or spiritual health. Discuss how activities relate to one or more goal.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.
13	pp. 186-188: Set and achieve Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	pp. 204-206: Work on Living on Your Own Goal B	Learn more about community resources including recreational and cultural events.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.
14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.
14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.	Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.
14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	pp. 207-208: Been There - Doin' That (panel of people living on their own)	Participate in a discussion about living on your own.	CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
14	p. 207: Apartment Search	Determine allocation of resources while researching local apartment housing options.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	p. 207: How Are We Getting There?	Determine allocation of resources while planning a trip using public transportation.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	p. 208: Searching for Wheels	Determine allocation of resources while investigating personal transportation options.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	pp. 208-209: Personal Finance	Determine allocation of financial resources while learning about different bank accounts, writing checks and other financial matters.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	pp. 205-206: Work on a Living on Your Own Goal	Choose a Living on Your Own goal, choose and work on an activity and monitor progress and next steps for improvement.	CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.
14	pp. 203-220: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.
14	p. 209: Hey, Wait a Minute - Reading various sources of information about a community issue.	Analyze information from a variety of sources and form an opinion about a community issue.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.
14	p. 205: Choose Living On Your Own goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Living On Your Own goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 207: Apartment Search - housing research activity	Read about local apartment housing options, visit apartments to learn more information and engage in group discussion about features and differences of housing options.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 207: How are we getting there? - research public transit options	Read public transit information and determine the best route and schedule a trip.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 208: Searching for Wheels - research personal auto costs	Read newspaper auto ads. Gather verbal information from auto dealers and insurance companies. Determine advantages and disadvantages of owning a car.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 208-209: Personal Finance - research banking information	Listen to presentation about banking services. Engage in group discussion about various types of banking services and relative value for different potential customers.	ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Make distinctions about the relative value and significance of specific data, facts, and ideas.
14	p. 209: Hey, Wait a Minute - social concern activity	Write a letter to a local or state representative relaying personal perspective on the solution to a social concern.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.
14	pp. 205-206: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.	ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.
14	p. 209: Hey, Wait a Minute - research a social issue	Read information from various sources about a social issue. Analyze the material to develop potential solutions.	ELA 3 - Language for Critical Analysis and Evaluation	Listening and Reading - Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	p. 12: Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.

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LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 209: Hey, Wait a Minute - write about social issue	Write a letter to a local or state representative presenting an analysis of a potential solution(s) to a social issue.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
14	pp. 211-218: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.	ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.
14	pp. 207-208: Been There - Doin' That (panel discussion with people already living on their own) -	Prepare interview questions and engage in question and answer session with a panel of people living on their own.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
14	p. 209: Hey, Wait a Minute! - social issue activity	Recognize hazardous condition in the community and research the social impact. Write a letter to a local or state representative proposing a solution to the problem.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.
14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to the goal of living on your own. Develop a plan for goal completion and monitor progress.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.
14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to living on your own. Develop a plan for goal completion and monitor progress.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Understand essential requirements for selecting and maintaining a home.
14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.	Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Understand essential requirements for selecting and maintaining a home.
14	pp. 205-206: Work on Living on Your Own Goal B.	Choose activities related to the goal of learning how to use community resources. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate the ability to access community health services for self and others.
14	p. 209: Hey, Wait a Minute! - social issue activity	Demonstrate advocacy skills by researching a social issue and writing a letter to a local or state representative proposing a solution to the problem.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate advocacy skills in promoting individual, family and community health.
14	pp. 205-206: Work on Living on Your Own Goal C.	Choose activities related to the goal of learning how to be a good citizen. Develop a plan for goal completion, implement plan, record progress toward goal completion.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate advocacy skills in promoting individual, family and community health.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	pp. 204-206: Choose a Living on Your Own Goal.	Choose an activity related to living on your own. Work on activity and monitor progress.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.
14	p. 207: Apartment Search	Understand the basics of budgeting for housing costs.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.
14	p. 208: Searching for Wheels	Understand the basics of budgeting for transportation costs.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
14	pp. 208-209: Personal Finance	Understand the basics of budgeting and how to use banking services.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.
14	pp. 211-212: Living on Your Own Goal A, Activity 8	Learn how to develop a budget.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.
14	p. 207: How Are We Getting There?	Use problem solving and time management skills to plan a trip on public transportation.	Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).
15	p. 226: Role play a transition planning meeting.	Give and receive feedback about transition plans and progress.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
15	pp. 225-226: Input from participants in role play and transition planning meetings.	Listen and incorporate input from participants into transition plan.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
15	pp. 226-227: Review materials needed for the transition meeting.	Plan and prepare for transition meeting presentation.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
15	p. 223: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
15	p. 226: Role Play and Conduct a Transition Planning Meeting	Conduct a transition planning meeting including greeting participants, delivering a welcoming statement, introducing participants, sharing goals and accomplishments, listening to participant input, and delivering a closing statement.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.
15	p. 227: Creating Invitations to Meeting	Create written invitations to attend personal planning meeting.	ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.
16	p. 231: Group problem solve to help others identify ways to overcome obstacles in goal completion.	Give and receive feedback about strategies to overcome obstacles to goal completion.	CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.
16	pp. 231-232: Completing the "What's Next?" worksheet.	Identify needed assistance and potential resources to overcome obstacles and continue follow-through work on goals.	CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
16	pp. 229-234: Problem solve plan implementation.	Recognize obstacles to goal completion and develop steps to solve problem or work around obstacles.	CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.

TABLE 1: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK LEARNING STANDARDS SORTED BY LESSON NUMBER

LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL	STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR
16	p. 230: Video vignette and discussion	Engage in group discussion about video content.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.
16	p. 232: Celebrating accomplishments	Speak to class and share individual curriculum accomplishments.	ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION – APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Theatre - Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.	p. 7: Write monologues and scenes to communicate ideas and feelings.	8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.
		p. 7: Enact experiences through pantomime, improvisation, play writing, and script analysis.	8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.
		p. 7: Use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings.	5	p. 73: Activity 2	Act our skills that students do and don't do well.
			8	p. 109: Character Improvisation Skits	Write and act out a story written about personal strengths.
			9	p. 130: Next Steppin' Charades	Act out Next Step activities.
			12	p. 170: Jammin' Alternatives	Write and present a rap about alternative ways to finish high school.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION – APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 1 - Creating, Performing and Participating in the Arts: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.	Visual Arts - Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.	p. 7: Create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints.	3	p. 50: Activity 3	Create a collage representing likes and dislikes.
			3	p. 51: Transition Planners	Create a personalized Transition Planner (portfolio).
			4	pp. 61-62: Tip - Create Hopes & Dreams Wall	Create a mural on the classroom wall to illustrate hopes and dreams.
			5	pp. 75-76: Focusing on the Talents	Use pencil, crayon and paint on paper to illustrate what students do well and don't do well.
			8	p. 110: Secret Message Activity	Create a pencil and paint work depicting skills the student wants to learn or improve.
			10	p. 148: Sand Painting	Create a progressive sand painting showing progress toward a goal.
			13	p. 189: My Life Activity	Create a collage depicting the student's personal life activities and interests.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Dance - Students will know how to access dance and dance-related materials from libraries, resource centers, museums, studios and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.	p. 14: Know about regional performance venues which present dance and how to purchase tickets and access information about events.	14	pp. 204-206: Work on Living on Your Own Goal B	Learn more about community resources including recreational and cultural events.
			13	pp. 185-188: Work on Personal Life Goal A.	Explore new ways to use leisure time.
			12	p. 168-169: Complete student plan sheet for Education and Training goal.	Choose a goal based on recorded hopes and dreams, and likes and dislikes.
		p. 14: Know about educational requirements of dance-related careers.			

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION – APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Music - Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.	p. 14: Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.	14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.
			13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.
		p. 14: Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Theatre - Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.	p. 15: Visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group.	14	pp. 204-206: Work on Living on Your Own Goal B	Choose activities related to learning more about community resources including recreational and cultural events. Develop a plan for goal completion and monitor progress.
			13	pp. 185-188: Work on Personal Life Goal A.	Choose activities related to exploring new ways to use leisure time. Develop a plan for goal completion and monitor progress.
		p. 15: Understand a broad range of vocations/avocations in performing, producing, and promoting theatre.	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR THE ARTS (REVISED EDITION – APRIL 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications, mock job interviews, and job shadowing to learn about careers in the arts.
Arts 2 - Knowing and Using Arts Materials and Resources: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.	Visual Arts - Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate material (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.	p. 15: Understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).	9	p. 120-126: Work on Jobs Goal A	Choose activities related to researching jobs that match student interests and skills. Develop a plan for goal completion and monitor progress.
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job applications and job interviews, and job shadowing to learn about careers in the arts.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL		
CDOS 1 - Career Development	Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.	p. 3: Complete the development of a career plan that would permit eventual entry into a career option of their choosing.	9	pp. 119-126: Develop a Jobs Student Plan Sheet.	Choose a goal that matches interests and skills and develop a plan for completing the chosen goal.		
			10	p. 144: Students choose Next Steps to complete a goal in the Job area.	Choose and work on activities to complete a goal in the Job area.		
			11	p. 160: Students complete a Job goal.	Meet standard for goal completion and complete a Job goal.		
				p. 3: Apply decision-making skills in the selection of a career option of strong personal interest.	9	pp. 120-126: Students choose a goal in the Job area.	Select a goal in the Job area based on outcomes from self-exploration and self-evaluation activities and amount of job experience.
					9	p. 130: Job Goal Suggestions (enhancement activities)	Explore various job requirements and relate their strengths to justify why they would be good at the job and also relate what they need to learn or do better in order to obtain job.
					9	p. 128: Want Ad Scavenger Hunt - job research and analysis	Research various jobs found in newspaper and identify existing or needed skills to be qualified for that job.
					9	pp. 133-140: Students present evidence of meeting standards for Job goal completion.	Present and understand the relationship between the requirements of a job and their own skills and abilities.
CDOS 2 - Integrated Learning	Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.	p. 5: Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.	9	p. 130: Job Goal Suggestions (enhancement activities)	Interview employers about skills required and related to academic need.		
			12	p. 170: Vocational Representatives - research various vocational training programs and career options	Research various career options including training cost, length of program, and job placement options upon completion.		
			12	pp. 176-177: Education and Training Goal B.	Select vocational training that relates to a variety of occupational opportunities.		

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LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 5: Research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.	9	pp. 133-140: Present evidence of meeting Job goal standards.	Develop work samples, reports, and other items to include in their goal completion presentation. Identify the relationship between different types of skills required for jobs/careers explored, sampled and selected.
CDOS 3a - Universal Foundation Skills	Basic Skills - Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.	p. 14: Use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.	1	p. 29: Panel of former students.	Participate in a discussion about transition issues.
			4	p. 62: Interview support person about their hopes and dreams.	Interview an adult support person.
			9	p. 127: Punctuality Counts - mock court or debate option	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.
			9	p. 130: Job Goal Suggestions	Participate in a mock job interview.
			12	p. 171: Been There - Doin' That (panel discussion with college students)	Participate in a discussion about college.
			14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.
			14	pp. 207-208: Been There - Doin' That (panel of people living on their own)	Participate in a discussion about living on your own.
CDOS 3a - Universal Foundation Skills	Thinking Skills - Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.	p. 14: Demonstrate the ability to organize and process information and apply skills in new ways.	8	pp. 103-106: Processing the TSI	Identify personal strengths and areas for improvement. Evaluate discrepancies among various TSI respondents.
			8	pp. 105-107: Understand TSI profile report.	Learn strategies to improve or work around skill deficits.

NOTE: ALL STANDARDS ARE “COMMENCEMENT” LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

8 p. 110: Problem solving for skills Develop strategies to cope with skills deficits.
deficits.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
CDOS 3a - Universal Foundation Skills	Personal Qualities - Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.	p. 15: Demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.	9	p. 127: Punctuality Counts - mock court or debate	Read case study and listen to opponent's argument. Analyze information in order to present verbal defense of position.
			10	pp. 141-156: Choosing Next Steps.	Prioritize a number of possible activities toward goal completion. Choose one activity to be completed in a week. Choose criteria for activity completion.
			14	p. 209: Hey, Wait a Minute! - research and letter to representative	Research a social issue and write letter to local or state representative to argue for a specific solution. Class discussion about student reactions to the experience.
			16	pp. 229-234: Problem solve plan implementation.	Recognize obstacles to goal completion and develop steps to solve problem or work around obstacles.
			8	p. 103: Discussing discrepancies in TSI profile report.	Listen and understand discrepancies in ratings of skills between self-assessment and assessments completed by others.
			9	pp. 117-140: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			10	pp. 141-156: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			11	pp. 157-162: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			11	p. 158: Share progress toward completion of Next Step.	Give and receive constructive criticism regarding activity completion.
			12	pp. 163-182: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 183-202: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	pp. 203-220: Set and achieve goals.	Choose personally meaningful goals, develop a plan for goal completion, implement plan, record progress toward goal completion.

NOTE: ALL STANDARDS ARE "COMMENCEMENT" LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			15	pp. 225-226: Input from participants in role play and transition planning meetings.	Listen and incorporate input from participants into transition plan.
			15	pp. 226-227: Review materials needed for the transition meeting.	Plan and prepare for transition meeting presentation.
			16	pp. 231-232: Completing the "What's Next?" worksheet.	Identify needed assistance and potential resources to overcome obstacles and continue follow-through work on goals.
CDOS 3a - Universal Foundation Skills	Interpersonal Skills - Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.	p. 15: Communicates effectively and help others to learn a new skill.	8	p. 107: Group problem solve to identify ways others might improve or work around a skill.	Assist others in developing ways to improve skills.
			13	p. 188-189: Mini Workshops - presentation about personal activity, interest or talent	Present 5- to 10-minute talk about activity, interest or talent to class.
			15	p. 226: Role play a transition planning meeting.	Give and receive feedback about transition plans and progress.
			16	p. 231: Group problem solve to help others identify ways to overcome obstacles in goal completion.	Give and receive feedback about strategies to overcome obstacles to goal completion.
CDOS 3a - Universal Foundation Skills	Managing Resources - Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.	p. 17: Allocate resources to complete a task.	9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal, choose and work on an activity and monitor progress and next steps for improvement.
			9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			12	pp. 168-169: Work on an Education and Training Goal	Choose an Education and Training goal, choose and work on an activity and monitor progress and next steps for improvement.
			13	pp. 187-188: Work on a Personal Life Goal	Choose a Personal Life goal, choose and work on an activity and monitor progress and next steps for improvement.
			14	p. 207: Apartment Search	Determine allocation of resources while researching local apartment housing options.
			14	p. 207: How Are We Getting There?	Determine allocation of resources while planning a trip using public transportation.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

14 p. 208: Searching for Wheels Determine allocation of resources while investigating personal transportation options.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
 LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (REVISED EDITION – JULY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			14	pp. 208-209: Personal Finance	Determine allocation of financial resources while learning about different bank accounts, writing checks and other financial matters.
			14	pp. 205-206: Work on a Living on Your Own Goal	Choose a Living on Your Own goal, choose and work on an activity and monitor progress and next steps for improvement.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
ELA 1 - Language for Information and Understanding	Listening and Reading - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations and using knowledge from oral, written, and electronic sources.	p. 4: Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.	9	p. 128: Want Ad Scavenger Hunt - Reading want ads to understand jobs.	Interpret and analyze information in the newspaper to understand different jobs.
			14	p. 209: Hey, Wait a Minute - Reading various sources of information about a community issue.	Analyze information from a variety of sources and form an opinion about a community issue.
			8	p. 108: Skill Summary Sheet - Reading and understanding profile report and summarizing skills.	Read profile report, understand and interpret discrepancies from different sources, synthesize ratings and summarize strengths, and areas for improvement on summary sheet.
			4	pp. 61-62: Activity #2 - Creating and sorting dream cards.	Identify and prioritize hopes and dreams.
			6	pp. 81-82: Discussion on the topic of taking tests	Discuss and understand the differences between testing and self-evaluation.
			8	pp. 103-104: Looking for discrepancies among ratings.	Interpret ratings from multiple sources.
			9	pp. 122-123: Choose Jobs goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Jobs goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			12	p. 168: Choose Education and Training goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Education and Training goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			13	p. 187: Choose Personal Life goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Personal Life goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			14	p. 205: Choose Living On Your Own goals based on recorded information about hopes and dreams and likes and dislikes. Identify personal strengths and areas for improvement related to selected goal.	Choose Living On Your Own goals based on recorded hopes and dreams, and likes and dislikes. Recognize the relationship between recorded individual skills and potential goal attainment.
			14	p. 207: Apartment Search - housing research activity	Read about local apartment housing options, visit apartments to learn more information and engage in group discussion about features and differences of housing options.
			14	p. 207: How are we getting there? - research public transit options	Read public transit information and determine the best route and schedule a trip.
			14	p. 208: Searching for Wheels - research personal auto costs	Read newspaper auto ads. Gather verbal information from auto dealers and insurance companies. Determine advantages and disadvantages of owning a car.
			14	p. 208-209: Personal Finance - research banking information	Listen to presentation about banking services. Engage in group discussion about various types of banking services and relative value for different potential customers.
ELA 1 - Language for Information and Understanding	Speaking and Writing - Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.	p. 4: Present a controlling idea that conveys an individual perspective and insight into the topic.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present and discuss proposed solution to case study scenario using a mock court or debate presentation format.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			13	pp. 188-189: Mini Workshop - plan and present information about a personal activity, talent or interest.	Speak to the class about a personal activity, talent or interest.
			14	p. 209: Hey, Wait a Minute - social concern activity	Write a letter to a local or state representative relaying personal perspective on the solution to a social concern.
		p. 4: Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast.	8	pp. 104-106: Identify Skills that are Strengths	Compare and contrast skills to identify strengths and areas for needed personal development.
			9	pp. 119-126: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			10	p. 144: Complete Next Step Worksheet	Break down activities into smaller logical sequential steps that will lead to achievement of an activity.
			12	pp. 168-169: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			13	pp. 187-188: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
			14	pp. 205-206: Complete a Student Plan Sheet	Develop a plan for goal completion and write plan components that will result in goal achievement.
		p. 4: Support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present argument and related evidence about proposed solution to case study scenario in mock court or debate activity.
ELA 2 - Language for Literacy Response and Expression	Speaking and Writing - Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.	p. 8: Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.	1	p. 30: Haiku Plans - writing activity	Use the literary form of Haiku poetry to write about the importance of planning for the future.
			4	p. 63: Futuristic Poetry - writing activity	Use the literary form of writing poetry in couplets to write about hopes and dreams.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			8	p. 109: Character Improvisation Skits - writing activity	Use the literary form of short story to write and read aloud / act out a short story based on a personal strength.
			8	pp. 109-110: Acrostic Poem - writing activity	Use the literary form of acrostic poetry to write about a personal strength.
			12	p. 170: Jammin' Alternatives - writing activity	Use the literary form of rap lyrics to write and present a rap about the alternative ways to finish high school.
ELA 3 - Language for Critical Analysis and Evaluation	Listening and Reading - Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.	p. 12: Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.	14	p. 209: Hey, Wait a Minute - research a social issue	Read information from various sources about a social issue. Analyze the material to develop potential solutions.
ELA 3 - Language for Critical Analysis and Evaluation	Speaking and Writing - Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.	p. 12: Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, present rationale for proposed solution to case study scenario.
			14	p. 209: Hey, Wait a Minute - write about social issue	Write a letter to a local or state representative presenting an analysis of a potential solution(s) to a social issue.
			9	pp. 133-140: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			12	pp. 174-181: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
			13	pp. 192-199: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			14	pp. 211-218: Meet standard for completing a goal	Present evidence of, and rationale for, meeting the standard for goal completion in a manner that convinces teachers/other classmates.
		p. 12: Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Present details and evidence from the case study to persuade the group to adopt a specific solution.
		p. 12: Monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	In a mock court or debate setting, adjust one's oral presentation in order to respond to opponent's presentation.
		p. 12: Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.	9	p. 127: Punctuality Counts (court or debate options) - case study scenario	Use debate skills in a formal debate or mock court setting.
ELA 4 - Language for Social Interaction	Listening and Speaking - Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	p. 16: Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.	1	pp. 23-24: Overview video and discussion	Engage in group discussion about video content and components of transition planning process.
			2	pp. 36: Video vignette and discussion	Engage in group discussion about video content.
			3	pp. 48-49: Video vignette and discussion	Engage in group discussion about video content.
			3	p. 50: How likes and dislikes can be used in transition planning	Engage in discussion of relationship between likes and dislikes and choices in four transition planning areas.
			5	pp. 73-74: Discussion of relationship of strengths and weaknesses to transition planning	Engage in group discussion about relationship between transition planning and the things one does well and does not do well.
			6	p. 81: Video vignette and discussion	Engage in group discussion about video content.
			9	p. 119: Video vignette and discussion	Engage in group discussion about video content.
			9	p. 127: Punctuality Counts (discussion) - case study scenario	Engage in group discussion about case study scenario.
			9	pp. 128-129: What Do I Do? - job skills discussion	Engage in individual conversations about job related skills and activities.

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LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			15	p. 223: Video vignette and discussion	Engage in group discussion about video content.
			16	p. 230: Video vignette and discussion	Engage in group discussion about video content.
	p. 16: Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.		8	p. 105: Celebrating strengths	Speak to class and share individual strengths. Listen for feedback from class members about additional strengths.
			11	p. 159: Students share their Next Steps	Speak to class and small groups and share progress in accomplishing Next Steps. Listen to and incorporate feedback from class members.
			16	p. 232: Celebrating accomplishments	Speak to class and share individual curriculum accomplishments.
	p. 16: Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.		1	p. 29: Panel of Former Students	Prepare interview questions and engage in question and answer session with peer group panel.
			4	p. 62: Interview Support Person about Hopes and Dreams	Individually interview an adult and engage in class discussion about interview results.
			9	p. 130: Job Goal Suggestions (Job shadow, mock interviews, etc.)	Listen to employer presentations, participate in mock job interviews, and talk with an adult in a job shadow setting.
			12	p. 171: Been There - Doin' That (panel discussion with college students)	Prepare interview questions and engage in question and answer session with a panel of college students.
			14	pp. 207-208: Been There - Doin' That (panel discussion with people already living on their own) -	Prepare interview questions and engage in question and answer session with a panel of people living on their own.

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 LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
			15	p. 226: Role Play and Conduct a Transition Planning Meeting	Conduct a transition planning meeting including greeting participants, delivering a welcoming statement, introducing participants, sharing goals and accomplishments, listening to participant input, and delivering a closing statement.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
 LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (REVISED EDITION – MARCH 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
ELA 4 - Language for Social Interaction	Reading and Writing - Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	p. 16: Use a variety of print and electronic forms for social communication with peers and adults.	2	pp. 37-38: Profile Activity	Read paragraphs and write down answers to questions in small groups, and share answers with other class members.
			15	p. 227: Creating Invitations to Meeting	Create written invitations to attend personal planning meeting.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION – MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Health Education - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	p. 6: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Physical Education - Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.	p. 6: Make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs.	13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
Health 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Home Economics - Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.	p. 7: Adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
		p. 7: Take reasoned action toward reaching personal health goals.	13	pp. 186-188: Personal Life Goal C.	Choose activities related to the goal of improving physical, mental, or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 186-188: Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION – MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Health Education - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	p. 12: Recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them.	14	p. 209: Hey, Wait a Minute! - social issue activity	Recognize hazardous condition in the community and research the social impact. Write a letter to a local or state representative proposing a solution to the problem.
		p. 12: Evaluate personal and social skills which contribute to health and safety of self and others.	8	pp. 91-99: Complete TSI Ratings	Rate self on personal and social skills.
			9	pp. 104-106: Understand TSI Ratings	Identify strengths and weakness related to personal and social skills.
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Physical Education - Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.	p. 12: Demonstrate responsible personal and social behavior while engaged in physical activities.	13	pp. 186-188: Personal Life Goal B	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			13	pp. 186-188: Personal Life Goal C	Choose activities related to the goal of improving physical, mental or spiritual health. Develop a plan for goal completion, implement plan, record progress toward goal completion.
		p. 12: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.			

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION – MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.	Home Economics - Students will know the basic principals of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.	p. 13: Apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities.	14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to the goal of living on your own. Develop a plan for goal completion and monitor progress.
			14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.
		p. 13: Understand essential requirements for selecting and maintaining a home.	14	pp. 205-206: Goal A - Living on Your Own	Choose activities related to living on your own. Develop a plan for goal completion and monitor progress.
			14	p. 207: Apartment Search	Research local apartment housing options and evaluate based on family needs.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Health Education - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	p. 18: Demonstrate the ability to access community health services for self and others.	14	pp. 205-206: Work on Living on Your Own Goal B.	Choose activities related to the goal of learning how to use community resources. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	p. 209: Hey, Wait a Minute! - social issue activity	Demonstrate advocacy skills by researching a social issue and writing a letter to a local or state representative proposing a solution to the problem.
		p. 18: Demonstrate advocacy skills in promoting individual, family and community health.	14	pp. 205-206: Work on Living on Your Own Goal C.	Choose activities related to the goal of learning how to be a good citizen. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			14		

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TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
LEARNING STANDARDS FOR HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS (REVISED EDITION – MAY 1996)

STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Physical Education - Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.	p. 18: Identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.	9	pp. 120-126: Goal A - Research Jobs	Choose activities related to Education and Training goals. Develop a plan and monitor progress.
			12	pp. 166-169: Education and Training Goals	Choose activities based on education and training goals. Develop a plan and monitor progress.
Health 3 - Resource Management: Students will understand and be able to manage their personal and community resources.	Home Economics - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	p. 19: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.	9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			13	p. 185: Alternate Activity	Group brainstorm to find activities that could relate to the following goals: using leisure time, getting along with others, and improving physical, mental, or spiritual health. Discuss how activities relate to one or more goal.
			14	pp. 204-206: Choose a Living on Your Own Goal.	Choose an activity related to living on your own. Work on activity and monitor progress.

NOTE: ALL STANDARDS ARE “COMMENCEMENT” LEVEL.

TABLE 2: CONNECTIONS BETWEEN NEXT S.T.E.P. AND NEW YORK STATE LEARNING STANDARDS SORTED BY STANDARD
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STANDARD	STANDARD DETAIL	PERFORMANCE INDICATOR	LESSON	NEXT S.T.E.P. ACTIVITY	RELATED SKILL
		p. 19: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.	14	p. 207: Apartment Search	Understand the basics of budgeting for housing costs.
			14	p. 208: Searching for Wheels	Understand the basics of budgeting for transportation costs.
			14	pp. 208-209: Personal Finance	Understand the basics of budgeting and how to use banking services.
			14	pp. 211-212: Living on Your Own Goal A, Activity 8	Learn how to develop a budget.
		p. 19: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.	9	pp. 119-126: Develop a Jobs Goal Student Plan Sheet.	Choose a goal in the Jobs goal area that matches students' interests and skills and develop a plan for completing the chosen goal.
		p. 19: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).	9	p. 129: Time Management Activity	Estimate time it takes to get from home to business for interview.
			9	p. 130: Job Goal Suggestions (enhancement activities)	Participate in job site field trips, employer presentations, mock job interviews, and job shadowing.
			9	pp. 120-126: Work on a Jobs Goal	Choose a Jobs goal. Choose and work on an activity and monitor progress and next steps for improvement.
			13	pp. 186-188: Set and achieve Personal Life Goal B.	Choose activities related to the goal of learning new ways to get along better with others. Develop a plan for goal completion, implement plan, record progress toward goal completion.
			14	p. 207: How Are We Getting There?	Use problem solving and time management skills to plan a trip on public transportation.