

Connecting Life and Careers Correlations: Freshman Transition Initiative Standards

Connecting Life and Careers Lessons

Freshman Transition Initiative Standard

01	The students learn to project into the future and to understand the consequences of their actions and the choices they made.	
A.	Visualize and describe the adult life they envision.	Lesson 1: "Grow Up!," pp. 1-4
B.	Identify the choices and actions that could impede a successful transition to adulthood.	Lesson 1: " Grow Up!," pp. 5-8
C.	Describe the challenges faced by individuals whose lives were sidetracked due to drug addiction, teen parenting, and/or dropping out.	Lesson 1: " Grow Up!," pp. 9-12
D.	Analyze the impact of education on life satisfaction.	Lesson 2: "Satisfaction," pp. 1-12
E.	Develop and analyze a budget for a single parent raising two children whose annual income is below the average in their community.	Lesson 3: "Baby Needs a New Pair of Shoes," pp. -12
F.	Set goals for wellness practices to maximize present and future health, appearance, and peak performance.	
02	Students complete formal assessments and surveys to help establish and consolidate their identity, becoming identity-achieved.	
A.	Reflect on and write a personal definition of success.	Lesson 4: " Nothing Succeeds Like Success," pp. 1-11
B.	Contemplate and list their unique traits (passions, values and priorities, personality, strengths, and weaknesses).	Lesson 5: "This Doesn't Feel Like Work," pp.1-25
C.	Identify any limiting factors that might impede their progression to a successful life and create plans to circumvent limitations.	Lesson 6: "So What's Stopping You?," pp. 1-12
D.	Develop a plan for overcoming the anxieties and fears that might keep them from succeeding.	Lesson 7: "Stage Fright," pp.1-10
04	The student recognizes the impact of career choice on personal lifestyle.	
A.	Prepare a personal budget reflecting their future lifestyle desires.	Lesson 8: "Living the Good Life," pp. 1-5
B.	Prepare a subsistence budget (e.g., supported by minimum wage, unemployment insurance, or welfare) and articulate how their idea lifestyle (4A) would change at this income level.	Lesson 8: "Living the Good Life," pp. 6-11
C.	Use print or online information to determine salaries of at least three career choices in their interest area with varying education requirements (no high school diploma, high school diploma, and post-secondary education/training).	Lesson 9: "One Step at a Time," pp. 1-8
D.	Develop a chart that graphically demonstrates the difference between the total lifetime wages for each of the career choices of 4C, outlining the time commitment for education and training for each.	Lesson 9: "One Step at a Time," pp.9-11
E.	Prepare a list of the possible rewards and sacrifices (psychological, financial) for each of the career choices of 4C.	Lesson 10: "Moving On," pp. 1-5
F.	Select the career most closely matching their personal lifestyle budget and their commitment to education and training.	Lesson 10: "Moving On," pp. 6-8

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05	The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.	
A.	Develop a chart classifying employment opportunities based on the education and training requirement of careers in their interest area.	Lesson 11: "Showtime," pp. 6-9
B.	Prepare a proportional life-long timeline that graphically shows the amount of time they plan to commit to education and training and the amount of time they expect to be active in the workforce.	Lesson 11: "Showtime," pp. 1-5
08	The student can apply the skill sets required to succeed, both in the classroom and the workforce.	
A.	List and explain the steps in the decision-making process.	Lesson 12: "Dinner for Two," pp 1-8
B.	Write quantitative goals and objectives for three personal or classroom projects.	
C.	Apply problem-solving strategies to resolve a personal dilemma or that of a friend.	Lesson 12: "Dinner for Two," pp 19-12
D.	Diagram the steps required to achieve identified short- and long-term goals.	
E.	Describe at least five situations common to teens in which delaying gratification would lead to long-term rewards.	
F.	Prioritize and manage personal and academic activities using time management strategies.	
G.	Generate personal strategies for managing stress and tolerating anxiety.	
H.	Give and receive constructive criticism.	
I.	Make a persuasive oral presentation about a contemporary teenage problem (convince an imaginary friend who is contemplating dropping out to stay in school).	
J.	Explain and demonstrate effective communication in family, community, and career settings.	
K.	Apply reading, writing, listening, speaking and mathematic skills in family and workplace settings.	