

		Independent Living: CCSS Standard & Activity	How CCSS Fits	Comments and Suggestions		
Reading	Literature	Angelina Snider: Activity: Provide students with a work scenario in which an employee is late for work because of a flat tire which includes the employees internal monolog. Next, provide the students with the supervisors point of view of the employee being late and how this event disrupted the business. Have students complete a Venn Diagram in order to compare, contrast and identify similarities and differences in order to determine if this is a funny or suspenseful situation. CCSS.ELA-Literacy.RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Students need to be able to identify how their actions at work affect the team they work with including their supervisor.	Angelina - I think this is a great idea for an activity! And one that all of our students will need as they enter the world of work. This is awesome! what a great activity since it is real life! rs		
	Informational Text	Angelina Snider: Activity: Provide students with fictional dialogue between a landlord and a tenant. One of the dialogues will be inappropriate and the other will be an excellent example of how to communicate with the landlord. The students will complete a Venn Diagram in order to compare, contrast and identify the similarities between the two examples. CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Students need to be able to identify what are the non-negotiables of an appropriate conversation with a landlord.	I think this a great activity, it so often students do not know how to have a conversation with different people concerning different situations. I am going to borrow this and use it in my Access Transition class. Hope you don't mind :) THANKS! Of course, you can use this for your students. This is an excellent way to encourage students to be self-determined. (rs)		
	Foundational Skills	Heather DeMartino Activity: _____ will complete a resume of past work experiences, including name and addresses of employers on the laptop and save to a file that may be printed for use in job interviews. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Independent Living Skill tied: _____ will complete a resume of past work experiences, including name and addresses of employers on the lap to and saved to a file that may be printed for used in job interviews.	Angelina- Having a resume is a great tool to provide to students for job interview even if they have never held a job and only have volunteer experience. Love this idea. <i>I had doing a resume in my area too, I will change mine so we don't duplicate. (rs)</i>		
	Writing	Jessica Marcellis Activity: Students will take active roles in their IEP planning by first identifying post-school goals including where they would like to work, learn, and live after high school, and then students will identify what needs to be learned this year to achieve the post-school goals. Students will write about or discuss their progress toward achieving the annual transition goals each month and will modify the goals as needed. CCSS.ELA-LITERACY.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Student is able to self-direct their IEP and show self-determination. Student will work towards meeting their transition goals, initiative in work and school, and motivation toward work and school.	(Jill): I like this activity, it gives the students access to understanding their goals and offers accountability for them to achieve them. Angelina-Hi Jessica! This is an excellent activity for students to be involved in, so they become self-determined.		
	Speaking & Listening	Renee Shelstad Activity: The student is taught how to perform 3 job tasks (watering a plant, delivering mail, and changing paper towels in a restroom) using "life like" scenarios via computer based video instruction. CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Student is able to identify in different methods the way to complete a variety of skills visually, through listening to different media and speaking to model and demonstrate ability to complete jobs either at home or at work.	Angelina-Hey Renee! Great way for a student to learn how to complete an activity by using video modeling. One idea, what if three activities were related? Such as 3 activities for caring for a plant or 3 activities for cleaning a restroom? Also, how about providing a way for the students to record their experience with a journal entry or a graphic organizer.		
	Language	Jessica Marcellis Activity: Students will use appropriate language and grammar when answering the class phone from a variety of social and professional contacts, responding to emails, and when practicing simulated situations such as dealing with an angry customer, taking messages, and talking to a supervisor or boss. At least once a week, students will discuss their experiences answering phone calls, responding to emails, and practicing simulated situations on a classroom blog. CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Student is able to use socially acceptable language and show respect for others.	Angelina-Hey Jessica! Love the idea of students using real, every day instruments such as the phone and email. What about a way for the students to record their experiences like through a class ledger or blog? *** I like the idea of a class blog but I also wonder if this is too many activities for just this category? I could add: <i>At least once a week, students will discuss their experiences answering phone calls, responding to emails, and practicing simulated situations on a classroom blog. ???</i> Let me know what you think, Jessica; Angelina-Jessica, that is great! It makes the activity measurable and provides the students with the opportunity to process the activity. **** OK, I am going to copy and paste it in. Thanks for the suggestion Angelina. - Jessica		

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Literacy in History/Social Studies, Science & Technical Subjects	History/Social Studies	Renee Shelstad Activity: Students will use transit and mapping software to plan and later take public transportation to different sites in the community. CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Students will be able to use a variety of sources to plan a field trip or plan to get to their employment by using a variety of mapping sources such as Google Mapping, city maps, or other sources to become independent in the community.	Renee - I think this is a great idea for a field trip!		
	Science	Becky O. Activity: Students will identify safety signs in the community and explain what they mean. CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. Activity	Students will be able to identify safety signs and terms in the community and explain their importance.	Angelina-Hey Becky! Great idea and you could make this a scavenger hunt in the community during a field trip or other activity.		
	Writing	Jill Maxon: Activity: Students will learn about a soldier's life and what they went through during their tour of duty through a simulation game. Students begin the simulation with 50 points. Students want to end the simulation with as many points as possible. As students progress through this simulation, there are different ways in which their fates are determined. Sometimes students simply draw a card and their fate is shown, sometimes students have to roll a die, and sometimes students can make a free choice. Each decision affects their fate. There are multiple outcomes based on the cards drawn, the choices students make, and what the student rolls. Students can go through this simulation multiple times and have a different outcome each time! CCSS.ELA-LITERACY.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic..				
Math	Number & Quantity	Heather DeMartino: Activity: Using modeling, guided practice, and independent practice in conjunction with manipulative training to teach students to solve area problems. Model area by counting the room tiles of the classroom. 3. Model on your geoboard a four by four square. 4. Ask the student to do the same on their geoboard. 5. Ask the student to divide the square into as many one by one nail squares as possible. CCSS.MATH.CONTENT.HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Using modeling, guided practice, and independent practice in conjunction with manipulative training to teach students to solve area problems. Model area by counting the room tiles of the classroom. 3. Model on your geoboard a four by four square. 4. Ask the student to do the same on their geoboard. 5. Ask the student to divide the square into as many one by one nail squares as possible.	I feel this could be expanded to talk about square feet of carpet needed, or tile or any floor covering the student may need to replace or fix while living independently. - The first column is missing the "activity." Angelina-Hi Everyone-She had the activity, just in the wrong column. I moved it to the correct column, so she needs to add "How CCSS Fits." Thanks!		
	Algebra	Jill Maxon Activity: Students will imagine purchasing their first car. They will research new cars available at this time and their prices. Each student will choose a car that is being sold for between 30 and 40 thousand dollars. The student will then use the a worksheet to guide them through the purchase, depreciation and eventual sale of the vehicle. CCSS.MATH.CONTENT.HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems.	This task will give students an opportunity to use equations to understand negative integer values in a real world context. This activity will also enhance the understanding of negative values and how to use equations to calculate and evaluate them.			
	Functions	Jaclyn: Activity: Calculate the amount earned in savings and determine when a simple interest or a compound interest plan is more beneficial to you. CCSS.MATH.CONTENT.HSF.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms	Students need to understand how money (or other scenarios) grows and shrinks depending on either adding or subtracting a constant or multiplying or dividing by a common ratio. This standard helps students to predict the long-term effects of their actions, particularly in regards to finance or products.	Jaclyn-this is a great activity. Do you anticipate them using a traditional checkbook or possibly online banking? I guess it depends on ability? Angelina- Hey Jaclyn! Excellent independent living activity. It would be great if you could tie this activity in with a visit to the bank, too.		
	Modeling	Jaclyn: Activity: Create your dream home, including a scale model of one room and the floor plan along with a cost estimate for under \$250,000. CCSS.MATH.CONTENT.HSG.MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*	Students need to be able to apply relevant math skills to analyze situations, understand them, and make informed decisions in their daily life. Modelling also helps students to set realistic expectations given a cost restraint.	Angelina-Hi Jaclyn! like the idea of the students constructing their dream home. Great idea!		

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	Geometry	<p>Jaclyn Activity: Re-organize your apartment so that all of your furniture can still fit with available living space. CCSS.MATH.CONTENT.HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p>	<p>Understanding rotations and reflections is a necessary skill to be able to arrange physical objects in a way that makes getting around and living comfortable.</p>	<p>(Jill): Jaclyn this is a great choice of CCSS. This is such a life skill that students will use forever. Angelina-Hi Jaclyn!The students could complete this activity in lots of different manners such as with models, virtually, etc. Excellent idea!</p>		
	Statistics & Probability	<p>Becky O. Activity: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or major accident. CCSS.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.</p>	<p>Students need to be able to use math skills to be able to make purchases and plan for unexpected outcomes with their financial budget.</p>	<p>Angelina- Hi Becky! This is definitely something that is a real world experience! I like this idea. Renee-I totally agree this is a great activity and for students who drive or want to drive, this is a useful activity.</p>		