TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Transition 18-21
Special Education Department

2016

Curriculum Writing Team

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Transition 18-21

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION

A transition curriculum is offered to students who receive special education services through age 21 in a community-based setting. The curriculum reflects the Core Transition Skills adopted by the State of Connecticut.

PHILOSOPHY

Secondary transition is a set of coordinated activities that provide high school students with skills to achieve their post-outcome goals. Areas focused on are employment/career, post-secondary education/training, community participation, self-advocacy, and independent living. Transition programs provide options for students to volunteer and be an active participant in their community. Students have opportunities to participate in work based learning in their community to build employability skills. Transition programs provide instruction based on individual needs related to real world application that allows for success towards their post-outcome goals.

COURSE DESCRIPTION

Course Name   Transition 18-21

Level   Ages 18-21

Prerequisites   None

Course Credit   N/A

Materials Required None

General Description of the Course

A student works in Transition 18-21 on achieving his/her post-outcome goals in the areas of employment/career, post-secondary education/training, community participation, self-advocacy, and independent living. The student works at his/her own pace to achieve independence at his/her ability level.

Assessments

Data is taken to assess student progress on skills in each domain that is categorized from initial to exceptional levels on a weekly basis. Goals and objectives written address the areas that reflect the student's functioning level.
The staff working with the student will decide which of the following transition assessments will be completed to assess the student's levels of performance for the annual review and or triennial evaluations.

- o Brigance Transition Skills Inventory
- o Transition Planning Inventory
- o Assessment of Functional Living Skills
- o Picture Personality Inventory
- o Pics and Career Ability Survey
- o Teacher created rubrics and checklists
- o Brigance
- o Enderle Severson Transition Rating Scale
- o Transition Planning Inventory
- o Career Ability Placement Survey
- o PICS Picture Career Interest Inventory
- o CITE Learning Style Inventory
- o Various Naviance-based assessments: Career Interest Profiler, Career Cluster Finder, Do what You Are personality survey
- o Informal transition questionnaire
- o Informal transition roadmap

GOALS

The Main Concepts that students with disabilities will demonstrate are extracted from the CT CORE Transition Skills, revised January 2016. The student will demonstrate each skill to the maximum extent that he or she can. Upon completion of Transition 18-21, each student will:

- State his/her strengths, needs, and interests
- Develop self-determination and self-advocacy
- Develop personal and vocation goals
- Develop his/her IEP
- Participate in his/her PPT
- Develop leadership skills
- State his/her rights under IDEA
- Develop independent living skills
- Engage in social interactions
- Understand and apply physical and mental healthcare
- Participate in the community
- Continue to be a learner
- Access employment
- Ask for Accommodations in school and work settings
- Access transportations
- Use technology

TRANSITION STANDARDS

The Performance Standards align with the Connecticut CORE Transition Skills, revised January 2016.

To the maximum extent possible, each student with a disability will be able to:

A. Explain his/her disability including individual strengths, needs, preferences, and interests.

B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication, and self-advocacy.

C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.

D. Assist with the development of his/her Individualized Education Program (IEP).

E. Attend, participate in, and/or facilitate his/her Planning and Placement Team (PPT) meeting.

F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.

G. Describe his/her rights and responsibilities under Disability Legislation (e.g., IDEA, 504, ADA).

H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

K. Demonstrate skills to access community resources and participate in the community by establishing support networks.

L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

M. Demonstrate skills to access appropriate employment to meet his/her individual needs.

N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

O. Demonstrate skills needed to access appropriate transportation (both public and private).

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

UNIT 1

My Strengths and Needs

Performance Standard

CCTS A   Explain his/her disability including individual strengths, needs, preferences, and interests.

Essential Question

- What is a disability?

Focus Question

- What is my disability?

Scope and Sequence / Instructional Strategies

- Teacher lists classifications of disabilities
- Teacher states characteristics of each disability
- Teacher encourages each student to answer:
  - What am I good at?
  - What do I like to do?
  - How are we different?
  - How are we the same?
  - What are my strengths?
- The student creates his/her own portfolio about self, part of a class PowerPoint demonstrating various disabilities and each student's interests and strengths

Technology Competency Standards

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a.   interact, collaborative, and publish with peers, experts, or others employing a variety of digital environments and media
   b.   communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c.   develop cultural understanding and global awareness by engaging with learners of other cultures
   d.   contribute to project teams to produce original works or solve problems.

Assured Experiences and Suggested Learner Activities

- Watch videos related to people with disabilities
- Each student creates his/her own portfolio (words or picture) about self, part of a class PowerPoint demonstrating various disabilities and each student's interests and strengths

Resources

- Guest speakers to share information about disabilities

Evaluation/Assessment Methods

- Teacher-created rubric based on task analysis of creation of individual portfolio

Time Allotment

- Completed in September

UNIT 2

Self-Advocacy

Performance Standard

CCTS B   Utilize effective self-determination skills including areas such as: choice-making, problem-

solving, goal-setting, communication, and self-advocacy.

Essential Question

- What is self-determination?

Focus Question

- How do I communicate and self-advocate?

Scope and Sequence / Instructional Strategies

- Teacher and students create lists of needs and wants

- Teacher and students hold mock conversational situations

- Teacher and students list various decisions to be made when at a job site or at home or at school

Assured Experiences and Suggested Learner Activities

- Weekly participation in social group

- Each student works with peers on introducing self, communicating with others, and decision-making

Evaluation/Assessment Methods

- Data collected weekly on student's performance in social group

- Teacher-created rubric for introducing self to a variety of peers in school and stating one's needs and wants

- Teacher-created rubric based on mock conversational situations, including communicating with others by staying on topic

- Teacher-created rubric for making a decision when given a choice

Time Allotment

- Ongoing, September through June

UNIT 3

Personal and Vocational Goals

Performance Standard

CCTS C   Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.

Essential Question

- What is a goal?

Focus Question

- What are my personal and vocational goals?

Scope and Sequence / Instructional Strategies

- Teacher and student brainstorm possible personal and vocational goals to set for the year
- Students speak to one another about individual goals
- Each student develops personal goals
- Each student develops vocational goals

Assured Experiences and Suggested Learner Activities

- Practice working on personal and vocational skills
- Each student writes or orally states two or more personal goals and two or more vocational goals

Resources

- Guest speakers to share information about goal-setting

Evaluation/Assessment Methods

- Weekly checklist based on progress made toward personal and vocational goals, including weekly self-assessment (checklist or log) by student

Time Allotment

- Ongoing, September through June

UNIT 4

Assisting with My Individualized Education Program

Performance Standard

CCTS D   Assist with the development of his/her Individualized Education Program (IEP).

Essential Question

- What do I want to work on in school to be successful?

Focus Questions

- What are my strengths?

- What skills do I want to improve?

Scope and Sequence / Instructional Strategies

- Student writes his/her strengths and weaknesses to be added to the Present Levels of Performance for the areas of employment/career, post-secondary education/training, community participation, self-advocacy, and independent living

- Small-group and one-on-one instruction

- Teacher provides examples of strengths a person has

- Teacher provides examples of weaknesses a person has

- Teacher and students list skills that a person can have in areas of work, social life, communication, independent living, education

- Teacher models how to complete the "Present Level of Performance" page of the IEP

- In pairs, students complete the "Present Level of Performance" page

- Independently, each student completes the "Present Level of Performance" page

Assured Experiences and Suggested Learner Activities

- Each student states his/her strengths, weaknesses, which job sites he/she would like to work at and why, and which leisure activities he/she would like to complete

- Each student completes the "Present Level of Performance" page for strengths and weaknesses in the following areas: employment/career, post-secondary education/training, community participation, self-advocacy, and independent living

Resources

- Guest speakers to share information about how they live in the community with disabilities

Evaluation/Assessment Methods

- Teacher-created rubric based on successful completion of the "Present Level of Performance" page of the IEP

Time Allotment

- Ongoing, September through June

UNIT 5

Participating in My Planning and Placement Team Meeting

Performance Standard

CCTS E   Attend, participate in, and/or facilitate his/her Planning and Placement Team (PPT) meeting.

Essential Question

- What is my role in the PPT meeting?

Focus Questions

- What do I do daily in my program?

- How can I be part of my meeting?

Scope and Sequence / Instructional Strategies

- Small-group and one-on-one instruction

- Teacher creates a PowerPoint with students about the steps of the PPT meeting

- Teacher demonstrates a model PPT

- Students role-play a PPT meeting

- Each student creates his/her own PowerPoint presentation for the annual PPT meeting with a provided framework or no framework provided

Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a.   apply existing knowledge to generate new ideas, products, or processes
   b.   create original works as a means of personal or group expression
   c.   use models and simulations to explore complex systems and issues
   d.   identify trends and forecast possibilities

Assured Experiences and Suggested Learner Activities

- Each student attends and participates successfully in his/her own PPT meeting, including introducing all members at the meeting, stating what each person does in the program, presenting a PowerPoint based on all components of the PPT meeting, and facilitating his/her own PPT meeting using the PowerPoint

Evaluation/Assessment Methods

- Teacher-created rubric based on the steps to be completed for each part of the PowerPoint presentation, varying based on student's individual needs

Time Allotment

- Three weeks prior to the student's PPT meeting

UNIT 6

Leadership Skills

Performance Standard

CCTS F   Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.

Essential Question

- What are characteristics of a leader?

Focus Question

- How can I help another be positive and influence others?

Scope and Sequence / Instructional Strategies

- Teacher and students define what is a leader
- Students define how they should act in public toward others

Assured Experiences and Suggested Learner Activities

- Each student lists appropriate public behavior
- Each student states or writes how he/she can be a leader

Evaluation/Assessment Methods

- Teacher-created checklist to track data related to identifying appropriate behavior and two qualities of a leader

Time Allotment

- One week

UNIT 7

My Rights

Performance Standard

CCTS G   Describe his/her rights and responsibilities under Disability Legislation (e.g., IDEA, 504, ADA).

Essential Question

- What is IDEA?

Focus Question

- What rights do I have based on my disability?

Scope and Sequence / Instructional Strategies

- Teacher and students define and explain IDEA and its meaning to them
- Class visits a Disability office

Technology Competency Standards

3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information. Students:
    a. plan strategies to guide inquiry
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
    d. process data and report results

Assured Experiences and Suggested Learner Activities

- Each student states or writes what he/she can ask for in various settings based on disability legislation

Resources

- Guest speaker from the State of Connecticut to discuss rights of people with disabilities

Evaluation/Assessment Methods

- Teacher-created rubric or task analysis to assess student's ability to state or write his or her rights

Time Allotment

- Two weeks

UNIT 8

Independent Living

Performance Standard

CCTS H   Demonstrate and accept responsibility for his/her independence and activities of daily living.

Essential Question

- How do I become independent in the community?

Focus Questions

- What leisure activities can I participate in?
- What tasks can I do in the community?

Scope and Sequence / Instructional Strategies

- Teacher provides examples of various leisure activities
- Students create chart of various leisure activities they enjoy
- Students create book of various leisure activities with an explanation of each one
- Teacher models a weekly schedule of leisure activities
- Teacher shows videos of various hygiene routines
- Students develop list of daily hygiene routines
- Teacher models how to write a letter on the computer and how to e-mail and text
- Students list various topics they can write about to someone
- Students list household chores
- Teacher shows video of various household and work chores

Assured Experiences and Suggested Learner Activities

- Visit stores to shop and make transactions
- Attend leisure-based community experiences
- Each student follows his/her self-created leisure schedule based on activities that can be done in the community
- Each student demonstrates ability to:
  - Dress appropriately and with neat appearance
  - Cook a meal and/or snack
  - Clean up after self
  - Complete cleaning tasks such as dusting, sweeping, vacuuming, washing windows, and cleaning tables
  - Shop for items at a store
  - Make a purchase at a store
  - Identify and use basic household appliances
  - Complete a personal hygiene routine
  - Write, text, and e-mail another person

    o Identify leisure activities to do

Evaluation/Assessment Methods

- Teacher-created rubric for: completed personal hygiene routine, shopping and completing a transaction, participating in at least three leisure activities, and completing at least two chores

Time Allotment

- Ongoing, September through June

UNIT 9

Social Interaction

Performance Standard

CCTS I   Demonstrate appropriate social interactions and skills to develop and maintain meaningful

relationships.

Essential Questions

- How does one develop meaningful relationships?

Focus Questions

- How do I interact with and form relationships with peers?

Scope and Sequence / Instructional Strategies

- Teacher models how to have a conversation

- Students practice holding conversations with one another

- Each student has conversations with a superior

- Each student has conversational exchanges with others in the community

Assured Experiences and Suggested Learner Activities

- Watch videos of others having conversations in various settings

- Attend community outings that allow for students to interact with others and develop relationships with

  peers from other schools

- Each student interacts with others by holding a personal conversation, developing friendships with peers,

  and interacting appropriately in the work environment with supervisor and coworkers

Resources

- Other transition programs in nearby districts for relationship-building

Evaluation/Assessment Methods

- Teacher-created rubric or task analysis to collect weekly data on student's opportunities for conversational

  exchanges

Time Allotment

- Ongoing, September through June

UNIT 10

Well-Being

Performance Standard

CCTS J   Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

Essential Question

- Where can one access help for one's physical and mental health?

Focus Question

- How healthy am I, and how can I become healthier?

Scope and Sequence / Instructional Strategies

- Teacher explains role of a doctor, where people can go when they don't feel well, medicines kept at home, and signs that one doesn't feel well
- Teacher explains phone numbers to make doctors' appointments, how to purchase over-the-counter medicine, and the role of health insurance
- Teacher explains the meaning of feelings of depression, sadness, and anxiety, and possible resolutions
- Teacher explains the personal information needed for a doctor's office and for picking up medicine at a pharmacy

Assured Experiences and Suggested Learner Activities

- Each student practices and successfully achieves:
    - Stating when he/she is not feeling well
    - Identifying medicines to be bought over the counter and medicines to get from a doctor
    - Calling 911 for emergencies and identifying emergency situations
    - Stating or showing personal information when going to the doctor

Resources

- Nurse or doctor to share professional expertise with students

Evaluation/Assessment Methods

- Teacher-created rubric to assess student's knowledge of the four components of successful achievement of the unit

Time Allotment

- Two weeks

UNIT 11

Community Resources

Performance Standard

CCTS K   Demonstrate skills to access community resources and participate in the community by establishing support networks.

Essential Question

- What is a community, and what is its role?

Focus Question

- How do I access my community?

Scope and Sequence / Instructional Strategies

- Teacher and students list places to go in the community
- Teacher and students state what can be done at various places in the community
- In small groups, students create PowerPoints of various places to visit in the community

Technology Competency Standards

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a.   interact, collaborative, and publish with peers, experts, or others employing a variety of digital environments and media
   b.   communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c.   develop cultural understanding and global awareness by engaging with learners of other cultures
   d.   contribute to project teams to produce original works or solve problems.

Assured Experiences and Suggested Learner Activities

- Class goes on community outings to various places
- In small groups, students create PowerPoints of various places to visit in the community

Resources

- Guest speakers from local stores and organizations to discuss their roles in the community and how they can be accessed by individuals

Evaluation/Assessment Methods

- Teacher-created task analysis based on identifying and stating at least three places to visit in the community
- Teacher-created rubric for small-group-created PowerPoint

Time Allotment

- Completed in September and October

UNIT 12

Lifelong Learning

Performance Standard

CCTS L   Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

Essential Question

- How does one become a lifelong learner?

Focus Question

- What can I do to keep learning?

Scope and Sequence / Instructional Strategies

- Teacher helps student work on reading skills: reading a recipe, reading signs in the community, reading a magazine, reading student news, reading a newspaper, reading a book, reading articles on the Internet
- Teacher helps student work on math skills: measuring, making a transaction at a store, budgeting a checking account, going to the bank and depositing and/or cashing a check
- Teacher helps student state current events
- Teacher helps student research a topic online and state facts about the topic
- Teacher helps student state his/her plans for postsecondary education and/or training, focusing on key questions:
    - What skills do I need to have a job?
    - What kind of a job do I want to do?
    - What skills does that job require?
    - What skills do I need to go to training school?
    - What do I want to learn more about?
- Teacher helps student complete an educational program form or a job application

Technology Competency Standards

3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. process data and report results

Assured Experiences and Suggested Learner Activities

- Visit a university and a training school
- Participate in new vocational jobs

- Each student states current events during the week

- Each student researches a topic of choice and orally reports its facts

- Each student reads or listens to a variety of information using various modes

- Each student states the types of jobs he/she would like to do and the skills possessed and needed to attain each of those jobs

- Each student completes a job application

Resources

- Guest speakers from various schools and jobs to share firsthand experiences

- Guest speakers who attended college and/or training schools

Evaluation/Assessment Methods

- Teacher-created rubric and task analysis based on the components listed above

Time Allotment

- Completed between November and January

UNIT 13

Employment Skills

Performance Standard

CCTS M   Demonstrate skills to access appropriate employment to meet his/her individual needs.

Essential Question

- What are job-seeking skills?

Focus Question

- What job or volunteer opportunities can I participate in?

Scope and Sequence / Instructional Strategies

- Teacher will demonstrate the steps of an interview
- Teacher and student will role-play an interview
- Each student will participate in a mock interview
- Teacher and student will review questions asked in an interview

Technology Competency Standards

2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborative, and publish with peers, experts, or others employing a variety of digital environments and media
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. develop cultural understanding and global awareness by engaging with learners of other cultures
   d. contribute to project teams to produce original works or solve problems.

Assured Experiences and Suggested Learner Activities

- Watch interview videos and videos about job-based coaching
- Each student states the types of jobs he/she would like to do
- Each student develops a resume
- Each student participates at different job sites three times per week to determine which are preferred jobs
- Each student completes a job application

Resources

- Employers who speak to students about job interviews
- Guest speakers who share information about responsibilities at various job sites

Evaluation/Assessment Methods

- Teacher-created rubric based on mock interview, resume development, and completed job application

Time Allotment

- Ongoing, October through June

UNIT 14

My Accommodations

Performance Standard

CCTS N   Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

Essential Question

- What is an accommodation?

Focus Question

- What accommodations do I need?

Scope and Sequence / Instructional Strategies

- Teacher and students list possible accommodations necessary to be successful in school and at work
- Teacher and students practice asking for accommodations in mock situations and scenarios

Assured Experiences and Suggested Learner Activities

- Each student develops a list of his/her own accommodations for school and work
- Each student completes the "Summary of Performance" indicating the accommodations necessary in school and at a job site

Resources

- Guest speaker from community college or training school to share how to access accommodations
- Supervisor from a company to share how to ask for and access accommodations in the workplace

Evaluation/Assessment Methods

- Teacher-created task analysis based on student-created list of accommodations
- Teacher-created rubric based on successful completion of the "Summary of Performance"

Time Allotment

- Ongoing, September through June

UNIT 15

Accessing Transportation

Performance Standard

CCTS O   Demonstrate skills needed to access appropriate transportation (both public and private).

Essential Question

- How does one get around in the community?

Focus Questions

- What types of transportation can I take?

- How do I read a transportation and map schedule?

Scope and Sequence / Instructional Strategies

- Small-group and one-on-one instruction

- Teacher creates PowerPoint with students about all types of transportation

- Teacher models how to read a bus schedule and a train schedule

- Students practice reading a bus schedule and a train schedule

- Students create book of their experiences on different transportation modes

- Teacher models how to read a map

- Students practice reading a map

Technology Competency Standards

3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information. Students:

   a.   plan strategies to guide inquiry

   b.   locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

   c.   evaluate and select information sources and digital tools based on the appropriateness to specific tasks

   d.   process data and report results

Assured Experiences and Suggested Learner Activities

- Each student will participate in various transportation activities, including:
  - Identifying various types of transportation he/she can take
  - Reading a bus schedule and a train schedule
  - Reading a map
  - Calling for a cab/Uber
  - Riding a public bus from one place to another
  - Crossing the street safely
  - Riding the train
  - Identifying signs in the community

   o Clipping a seatbelt

Resources

- Guest speakers to share information about disabilities

Evaluation/Assessment Methods

- Teacher-created task analysis based on the components listed above, varying based on student's individual needs

Time Allotment

- Completed in November

UNIT 16

Using Technology

Performance Standard

CCTS P   Demonstrate the ability to use technology to enhance employment, learning, and community

Involvement.

Essential Question

- How can technology help one in daily life?

Focus Question

- How can technology help me in my daily life?

Scope and Sequence / Instructional Strategies

- Teacher and students use a desktop computer or Chromebook

- Teacher and students look up various sites on the Internet

- Students list leisure activities happening in the community each month

- Students maintain an e-mail

- Students search for jobs with part-time openings

- Students share with peers information found on the Internet

Technology Competency Standards

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop

    innovative products and processes using technology. Students:

    a.   apply existing knowledge to generate new ideas, products, or processes

    b.   create original works as a means of personal or group expression

    c.   use models and simulations to explore complex systems and issues

    d.   identify trends and forecast possibilities

2. Communication and Collaboration – Students use digital media and environments to communicate and

    work collaboratively, including at a distance, to support individual learning and contribute to the learning

    of others. Students:

    a.   interact, collaborative, and publish with peers, experts, or others employing a variety of digital

        environments and media

    b.   communicate information and ideas effectively to multiple audiences using a variety of media and

        formats

    c.   develop cultural understanding and global awareness by engaging with learners of other cultures

    d.   contribute to project teams to produce original works or solve problems.

Assured Experiences and Suggested Learner Activities

- Each student uses technology to type, e-mail, look for jobs, find relevant community activities, and search

    the Internet for leisure

Resources

- Guest speaker to share information about how to use a computer and search the Internet

Evaluation/Assessment Methods

- Data collected weekly on student's progress in writing an e-mail, finding a community activity to participate in for the month, and identifying various sites of interest to examine for leisure during the week

Time Allotment

- Completed in February