

JESSE

9:00-11:30AM & 12:30-1:45PM

The logo for Project SUCCESS features a blue circular icon with a white arrow pointing towards the top right. To the right of the icon, the word "Project" is written in a light blue, sans-serif font, and the word "SUCCESS" is written in a larger, bold, green, sans-serif font below it.

Project
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9:00-11:30am-Morning Session:

Re-Introductions
Least Dangerous Assumption
Curriculum Map Discussion
Lesson Planning Process
Develop Work Plan
Prep and Plan Time



12:30-1:45 Afternoon Session:

I Am FAQ
Goal Writing
Certificate of Completion (2:00-3:00pm)

AGENDA

 **Project**
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No one rises to low
expectations.

Les Brown

“ quote fancy

Meet Today's Presenters

- Meredith Keedy-Merk
- Member of the Project SUCCESS Team for three years
- Special Educator for 8 years
- Building Administrator/ Special Education Coordinator for 3 years



Welcome!

*Please take a
moment to
(re)introduce
yourself!*

- Name
- Position & Grade Level
- Share a celebration from the school year so far!

Project SUCCESS

www.projectsuccessindiana.com

Indiana Department Of Education

Project SUCCESS

Search... Go

Home Who We Are **Resources** Events Trending Now

Upcoming Events

- 2017-04-11: MSD of Lawerance Township
- 2017-04-13: Evansville Vanderburgh School Corporation
- 2017-04-18: CEC Conference in Boston

What We Do

Project SUCCESS is a resource center that supports higher academic achievement for students with disabilities. We are building local capacity to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

Impact

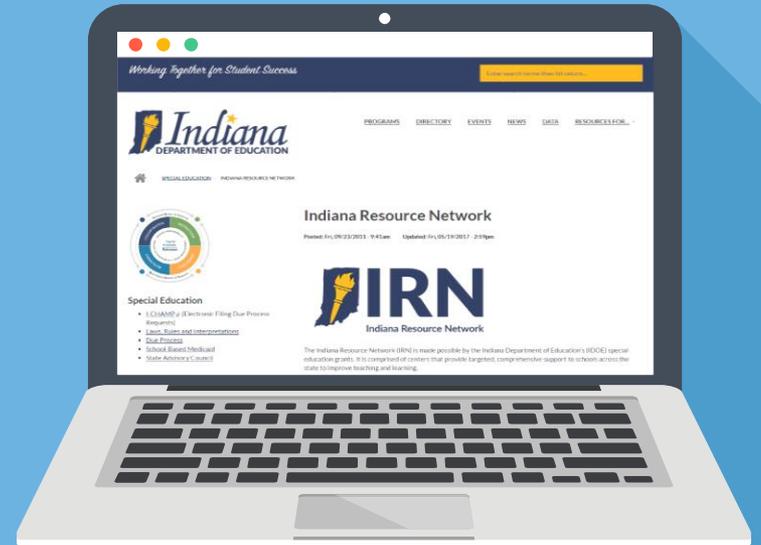
Resources

Training Materials

JESSE

Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network





Project SUCCESS

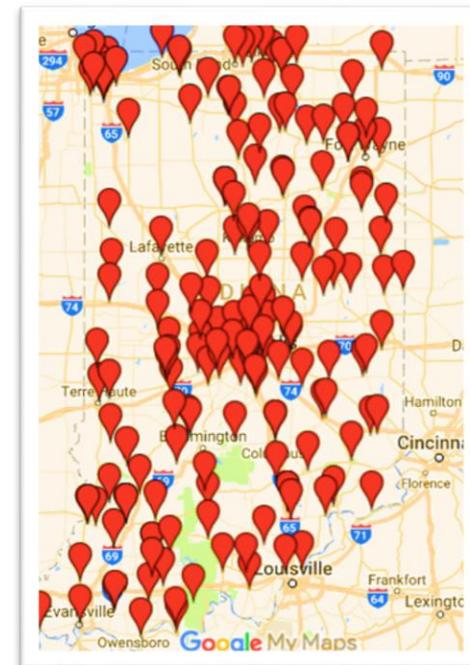
Project SUCCESS supports districts to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options by providing ongoing and job embedded professional development focused on academic instruction, communication, and employability skills.

“As a result of partnering with Project SUCCESS, my students are achieving at a much higher level as I am providing access and exposure to grade level content connectors and curriculum.”



- ✓ **355** attended 2017 Summer Regional Training
- ✓ **190** attended 2017 Fall Regional Training
- ✓ **3,438** webinar views
- ✓ **11,860** views/downloads of Content Connector resources

District Impact



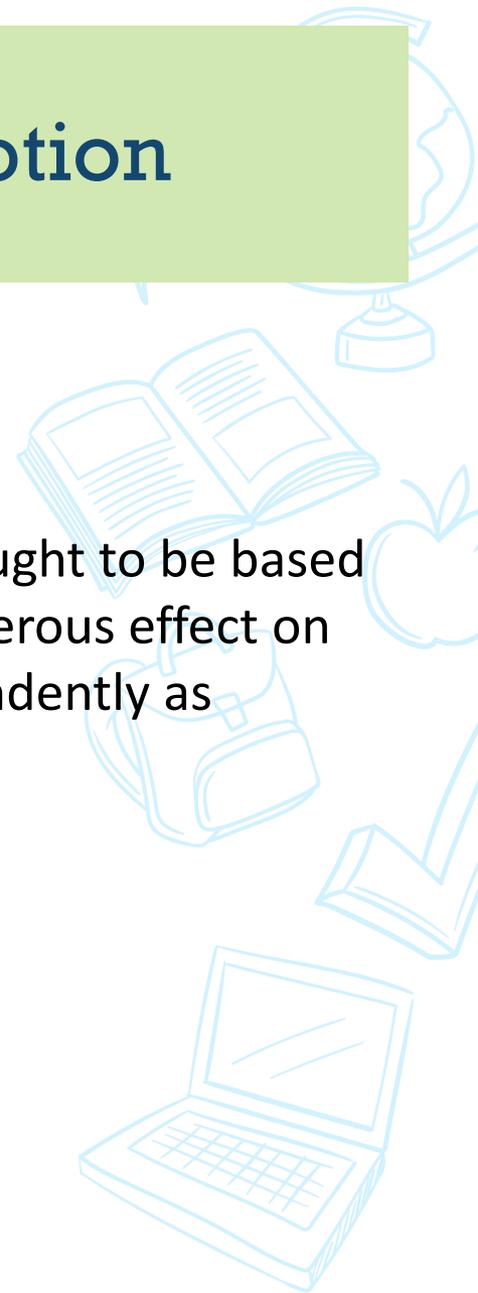
The Least Dangerous Assumption



The Least Dangerous Assumption

“In the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults...”

Anne M. Donnellan, 1984

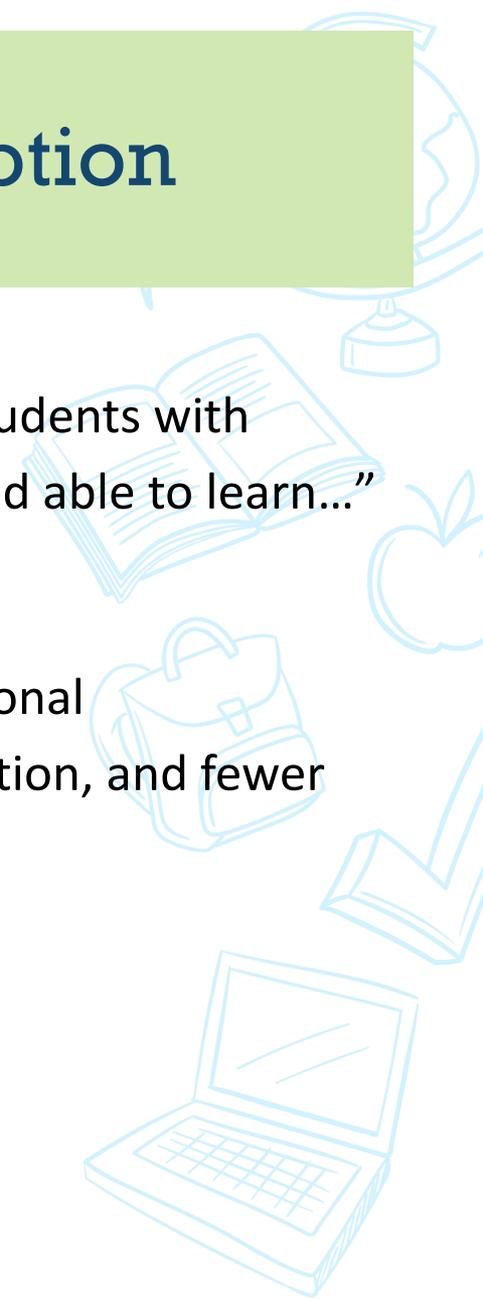


The Least Dangerous Assumption

“Thus...the least-dangerous assumption when working with students with significant disabilities is to assume that they are competent and able to learn...”

“To do otherwise would result in harm...such as fewer educational opportunities, inferior literacy instruction, a segregated education, and fewer choices as an adult.”

-Cheryl Jorgensen, Ph.D. 2005



The Least Dangerous Assumption

I believe my students can.

Can understand

Can learn

Can achieve

Can beat the odds

Can surpass plateaus

Can communicate

Can reach for the stars...and grab them.

*Pam Wright, Director of Special Education IDOE

Video: [The Least Dangerous Assumption by Chris Bugai](#)



Recap



Curriculum Maps



Unpacking/Alignment Checklist
for Indiana's Content Connectors



UNPACKING

District: _____ Start date: _____

PRIORITY

- Critical content connectors
- Important content connectors

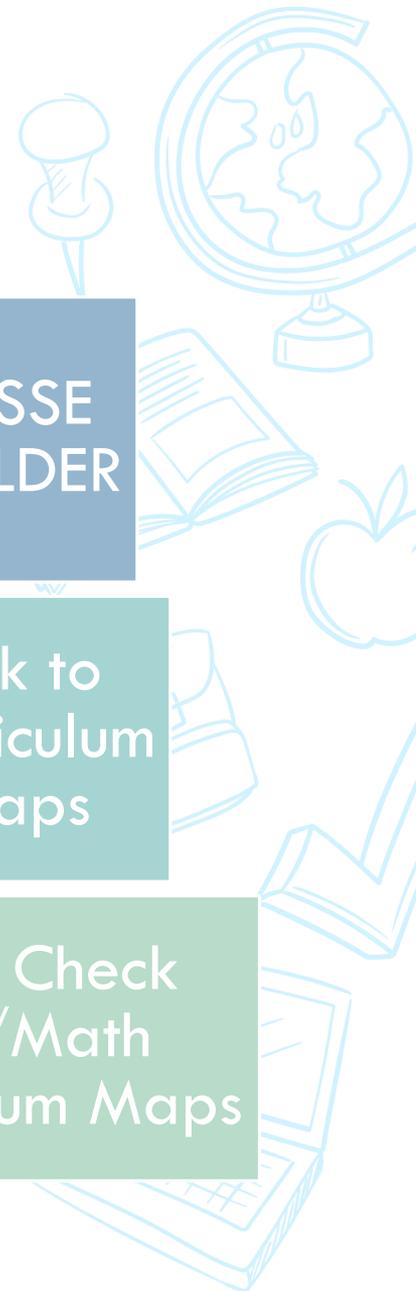
CRITICAL CONTENT CONNECTORS

- | | | |
|---------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Grades K-5 | <input type="checkbox"/> Grades 6-8 | <input type="checkbox"/> Grades 9-12 |
| <input type="checkbox"/> Identify Related Skills | <input type="checkbox"/> Identify Related Skills | <input type="checkbox"/> Identify Related Skills |
| <input type="checkbox"/> Identify Embedded Skills | <input type="checkbox"/> Identify Embedded Skills | <input type="checkbox"/> Identify Embedded Skills |
| <input type="checkbox"/> Review Aligned Academic Vocabulary | <input type="checkbox"/> Review Aligned Academic Vocabulary | <input type="checkbox"/> Review Aligned Academic Vocabulary |
| <input type="checkbox"/> Identify Functional Skills and Application | <input type="checkbox"/> Identify Functional Skills and Application | <input type="checkbox"/> Identify Functional Skills and Application |

JESSE
FOLDER

Link to
Curriculum
Maps

Cross Check
ELA/Math
Curriculum Maps



Curriculum Maps and the Impact on Lesson Planning



Critical Content Connectors: English Language Arts Grade 9/10

Content Connector	Skills	Functional Application	Curriculum Resources	Assessments	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
<p>9-10.RL.2.1.a.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly.</p>	<p>Tier 1: Identifying items with pictures, matching pictures/signs (pointing), describing what is happening, tracing words/letters, sequencing, recalling what happened, attending to text</p> <p>Tier 2: Attend to text, point to answer, match picture, highlight, multiple choice</p> <p>Tier 3: Who, what, where, when, why questions, retell orally, compare/contrast</p> <p>Vocabulary: cite, textual, evidence, analysis</p>	<p>-Sit and listen</p> <p>-Left to right for text</p> <p>-Why does it matter? Following directions</p> <p>-Life skills: doctor, eating out, deposit slips, etc.</p> <p>-Understanding social situations in the community or workplace</p>	<p>News 2 You</p> <p>Storybooks</p> <p>Voc. Rehab jobs</p> <p>Recipes</p> <p>Task Analysis</p> <p>Social Stories</p> <p>Filling out deposit slips, budgets, personal information sheets.</p>	<p>IEP goals/data</p> <p>State Alternate Assessment</p>				

Unpacked for Access

- Unpacked to provide Access for ALL
- Aligned to Critical or Important Content Connector
- Exposure verses Mastery
- Academic Vocabulary

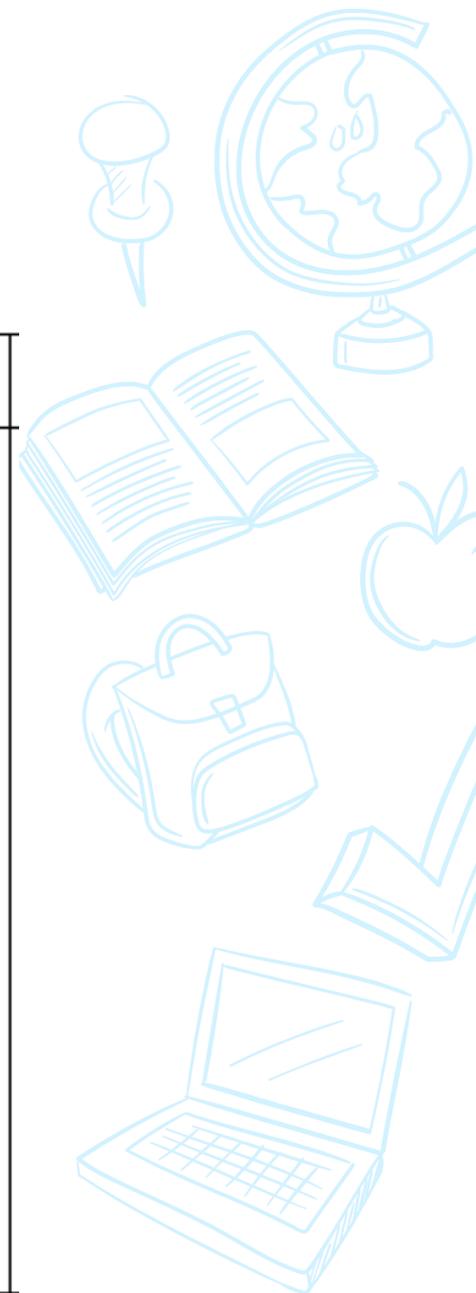
Skills

Tier 1: Identifying items with pictures, matching pictures/signs (pointing), describing what is happening, tracing words/letters, sequencing, recalling what happened, attending to text

Tier 2: Attend to text, point to answer, match picture, highlight, multiple choice

Tier 3: Who, what, where, when, why questions, retell orally, compare/contrast

Vocabulary: cite, textual, evidence, analysis



Curriculum Resources

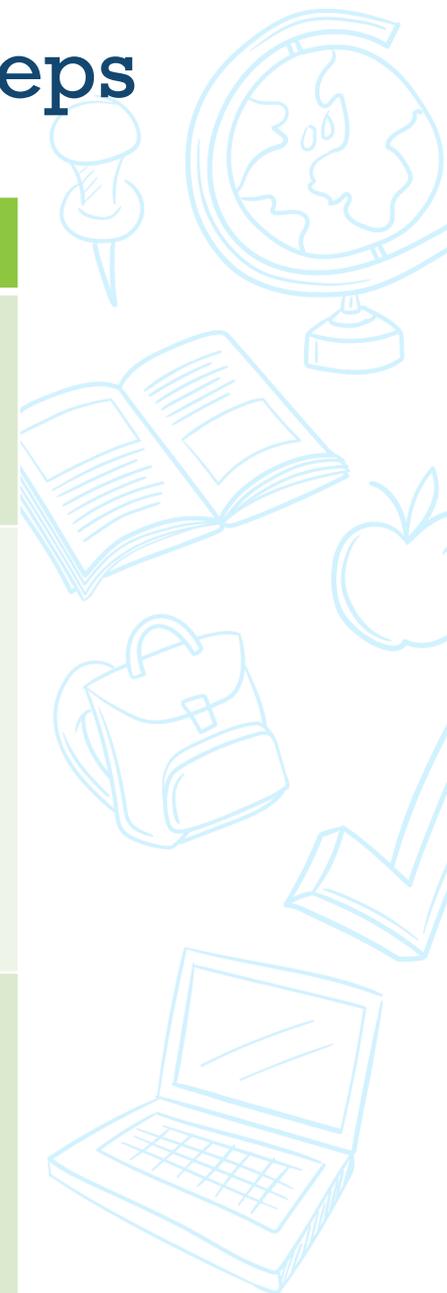
- Utilize curriculum resources to guide lesson plan development

Curriculum Resources

News 2 You
Storybooks
Voc. Rehab jobs
Recipes
Task Analysis
Social Stories
Filling out deposit slips, budgets, personal information sheets.



Guiding Questions for Next Steps



Guiding Questions

Responses

Where will curriculum maps be saved and stored locally?

What additional materials need to be added in addition to the curriculum maps?

*Lesson Plans

*Instructional Materials

Who will be responsible for saving and relocating the curriculum maps?
Timeline?

Lesson Planning



How do you currently plan?

How do you organize resources?

How are you saving and sharing lesson plans and materials?



DISCUSSION TIME

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Unpacked for Access

- Unpacked to provide Access for ALL
- Aligned to Critical or Important Content Connector
- Exposure verses Mastery
- Academic Vocabulary

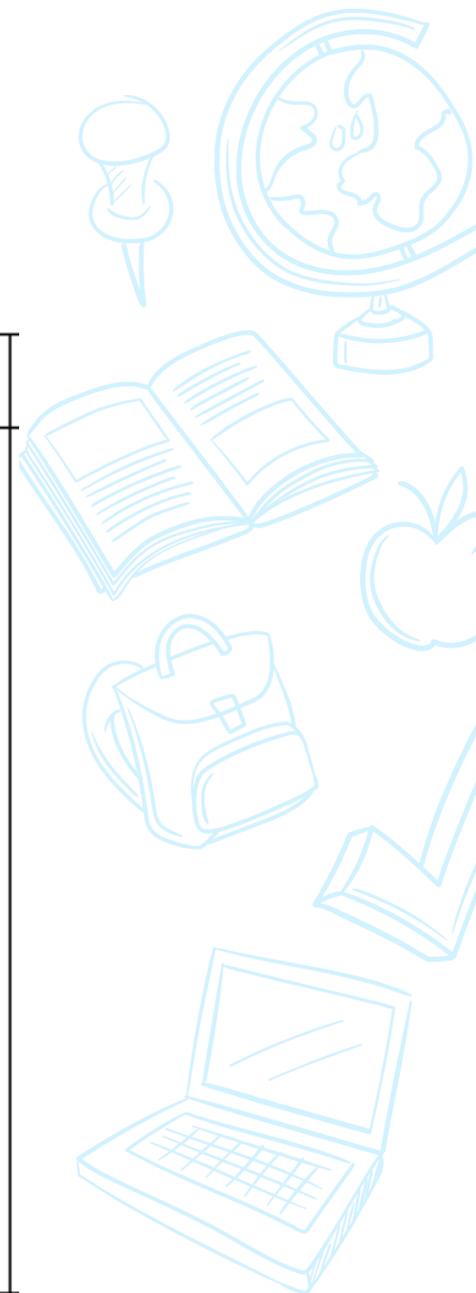
Skills

Tier 1: Identifying items with pictures, matching pictures/signs (pointing), describing what is happening, tracing words/letters, sequencing, recalling what happened, attending to text

Tier 2: Attend to text, point to answer, match picture, highlight, multiple choice

Tier 3: Who, what, where, when, why questions, retell orally, compare/contrast

Vocabulary: cite, textual, evidence, analysis



Lesson Plan Template: Unpacked for Access



- Unpacked to provide Access for ALL
- Aligned to Critical or Important Content Connector
- Exposure verses Mastery
- Academic Vocabulary



Indiana Standard(s):		
Content Connector(s):		
Academic Vocabulary:	Key Core Vocabulary:	
Learning Objective:		
Concrete Understandings Students will know... Students will be able to do...		Critical Prior Knowledge:
Considerations Tier1:	Considerations Tier2:	Considerations Tier3:

Curriculum Resources

- Utilize curriculum resources to guide lesson plan development

Curriculum Resources

News 2 You
Storybooks
Voc. Rehab jobs
Recipes
Task Analysis
Social Stories
Filling out deposit slips, budgets, personal information sheets.



Lesson Plan Template: Curriculum Resources



Manipulatives & Visuals:

Resources/Materials:



Let's Lesson Plan

- Research the [Curriculum List](#)
- Using your Curriculum Maps, design lesson plans around Critical and Important Content Connectors for 2018-2019 School Year
- Project SUCCESS Lesson Planning Template
- Save and share your Lesson Plans



Plan for Sharing Curriculum Maps



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Plan for Sharing

- What are the key messages that you want to share with other teachers?
- How does the information need broken down?
- What supports, tools, resources and training need to be rolled out?
- What do administrators need to know? What is the best way to share?
- What supports does this group need to continue working and bring others up to speed?
- What else?
- How?
- When?

Lunch 11:30am-12:30pm



Writing Standard Based IEPs

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12:30-1:45 Afternoon Session:
I Am FAQ
Goal Writing
Certificate of Completion (2:00-3:00pm)



AGENDA

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Benefits of Standards-Based IEPs

- **A standards-based IEP:**
 - is built on the belief that a student with disabilities is capable of achieving grade-level proficiency if given appropriate instruction and supports;
 - addresses a broader, more meaningful set of academic skills and knowledge than a traditional IEP; and
 - ultimately prepares a student to earn a regular high school diploma and succeed after graduation.
- **Standards-based IEPs raise the bar on expectations and achievement:**
 - Parents and teachers have higher—but realistic—expectations of children with disabilities.
 - Students receive tailored instruction and accommodations to help them achieve in the general education curriculum at their enrolled grade level.
- **Standards-based IEPs encourage collaboration and awareness among educators, parents and schools. For example:**
 - Special education teachers, general education teachers and other IEP team members come to better understand their state's academic content standards and will work together to support student learning.
 - Parents better understand what's expected, according to state standards, of *all* students at their child's grade level, how well their child is doing compared to the standards, and how to support their child's learning at home.
 - Teachers will better understand what a student with disabilities needs to achieve grade-level standards.



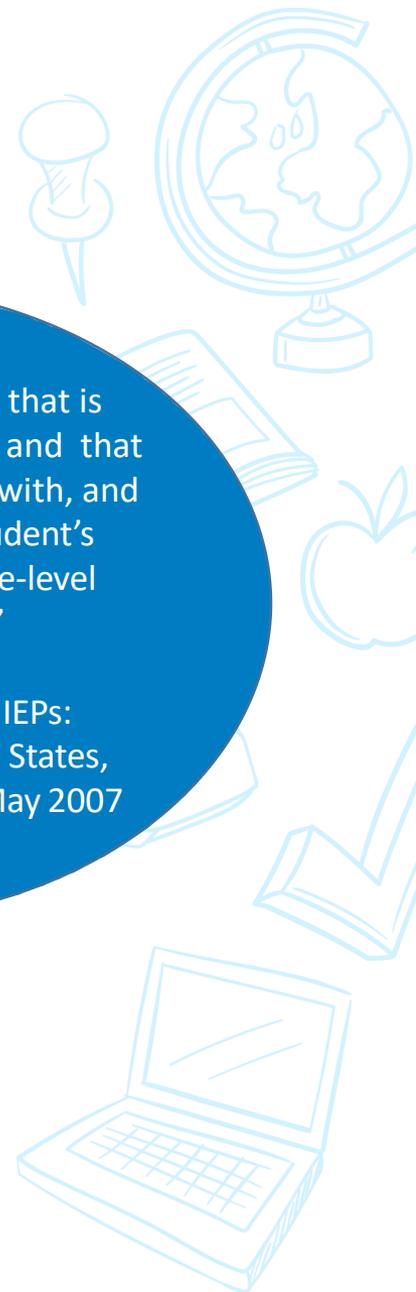
What are Standards-Based IEPs?

Annual goals based on standards are not standards nor curriculum. They ...

- enable the child to be involved in and progress in the general curriculum.
- are directly related to the student's needs as identified in the PLAAFP.
- teach skills crucial for learning the curriculum.
- include skills that meet other educational needs.
- always describe the expectations for what the student will accomplish and be able to do.

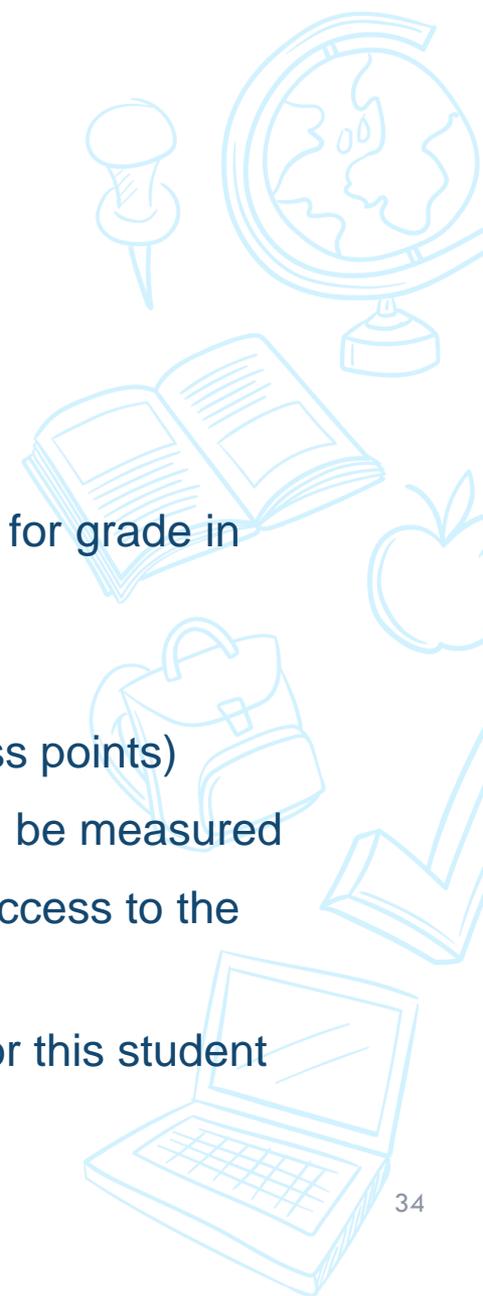
“...a process and document that is framed by the state standards and that contain annual goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards.”

Source: Standards-Based IEPs: Implementation in Selected States, Project Forum at NASDSE, May 2007



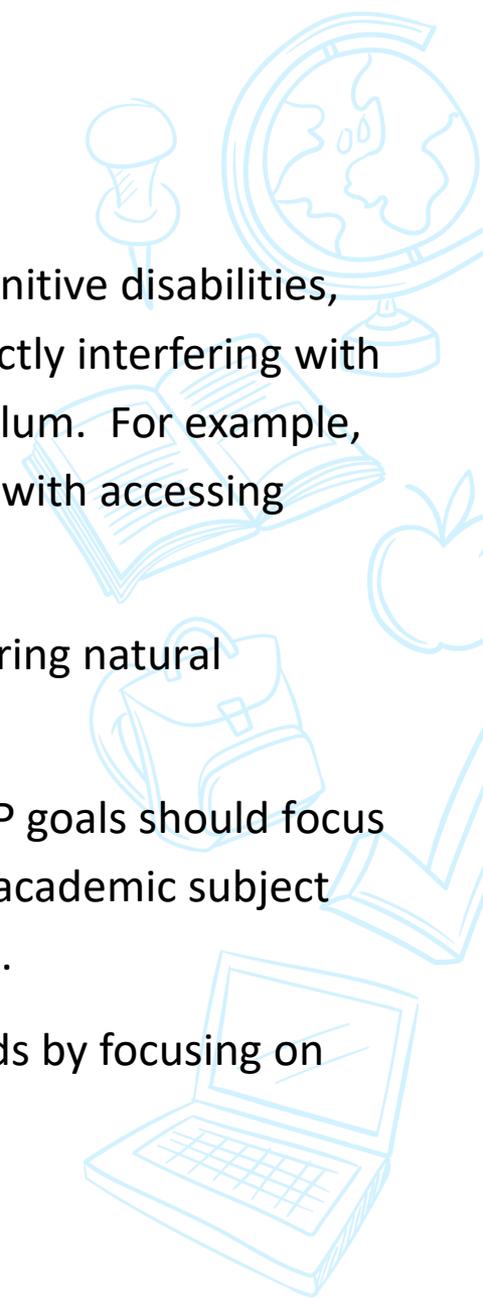
Writing Standards-Based IEP

- The IEP goals for students who participate in ISTAR include:
 - Indiana Academic Standard or aligned Content Connector for grade in which the student is enrolled
 - Present level of academic and functional performance
 - Description of benchmarks or short-term objectives (access points)
 - Description of how student progress towards the goals will be measured
 - Services or supports provided to the student to increase access to the general education curriculum
 - Changes in the general education curriculum necessary for this student to access the content



Shifting Priorities

- Functional skills are still important for students with significant cognitive disabilities, but should be carefully reviewed to determine which skills are directly interfering with access to academic instruction and access to standards and curriculum. For example, the ability to tie shoes, button pants, etc., do not directly interfere with accessing academic content.
- Functional skills are integrated into instruction in all classrooms during natural teaching moments.
- Many skills are taught to students that do not need to be goals. IEP goals should focus on skills aligned to standards that have the greatest impact across academic subject areas, allowing the student increased access to grade level content.
- Support staff (SLP, OT, PT) can also align goals to academic standards by focusing on the specific skill that is limiting access or progress in standards



Goal Writing Templates & Case Studies



Goal Writing Template

Present Level Data <ul style="list-style-type: none"><i>What do we know about this student's specific learning needs?</i>	Include PLAAFP Information
Grade-level Academic Standards & General Access Skills <ul style="list-style-type: none"><i>Which academic standards are most affected by the student's disability?</i><i>What access skills are required for every student to access the grade-level standard?</i>	
Student Specific Access Skills <ul style="list-style-type: none"><i>What access skills will this student require to access the General Education curriculum?</i>	Unpacked Standards/Content Connectors (Unpacking Template)
Accommodations <ul style="list-style-type: none"><i>What services or supports may be provided to the student to increase access to the general education curriculum?</i>	
Modifications <ul style="list-style-type: none"><i>In what ways must the general education curriculum be changed for this student to access the content?</i>	

Goal Writing Template

Present Level Data	Include PLAAFP Information
<ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	
Grade-level Academic Standards & General Access Skills	Grade level IAS or Content Connector
<ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	
Student Specific Access Skills	Unpacked Standard:
<ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	(Unpacking Template)
Accommodations	
<ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	
Modifications	
<ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	

Unpacking Template	
Content Connector:	
SKILLS: What students should DO? (VERBS)	CONCEPTS: What students should KNOW? (NOUNS)
What access skills are required for every student to master the selected grade-level standard?	
Which access skills describe barriers for this student's access to and progress toward this grade-level standard?	

Goal Writing Scenarios



Maria is a 7th grade student with a significant cognitive disability. She is medically fragile and utilizes eye gaze and turns head. She is able to sustain short periods of instruction, but frequent prompting is needed. Recent evaluation attempts were inconclusive, but teachers report that Maria appears to be engaged for approximately 2 hours per day but tires easily and requires frequent breaks.

Present Level Data	
<p><i>What do we know about this student's specific learning needs?</i></p> <p><i>Which skill deficits impact academic standards across multiple subject areas?</i></p>	<ul style="list-style-type: none">● Medical needs interrupt instruction more than half of Maria's school day● Maria recognizes family and familiar staff using eye gaze and turning her head towards individual● Maria utilizes a head switch● Maria stays awake for up to 10 minutes to equal 2 hours total● Maria tolerates sitting in supportive chair-partially reclined up to 5 minutes at a time

<p>Grade-level Academic Standard(s) & General Access Skills</p>	<p>7.RL.2.2.a.1 Analyze the development of the theme or central idea over the course of the text.</p>
<p><i>Which academic standards are most affected by the student's disability?</i></p> <p><i>What access skills are required for every student to access the selected grade-level standard?</i></p>	<p>The access skills retell, summarize a central idea or event in the text.</p> <p>Sequencing key events in the text-beginning, middle or end.</p>
<p>Student Specific Access Skills</p>	<p>Identify a main detail in the text/object.</p>
<p><i>What access skills will this student require to make progress toward academic standards</i></p>	<p>Sequence details in order-beginning, middle and end. Choosing objects (visual) in sequence (first and last) by using eye gaze, head turning and switch activation.</p>

Goal and Objectives:

GOAL:

When presented with three visual choices (a central idea and two unrelated to text), Maria will select the central idea 4/5 opportunities across 2 consecutive sessions.

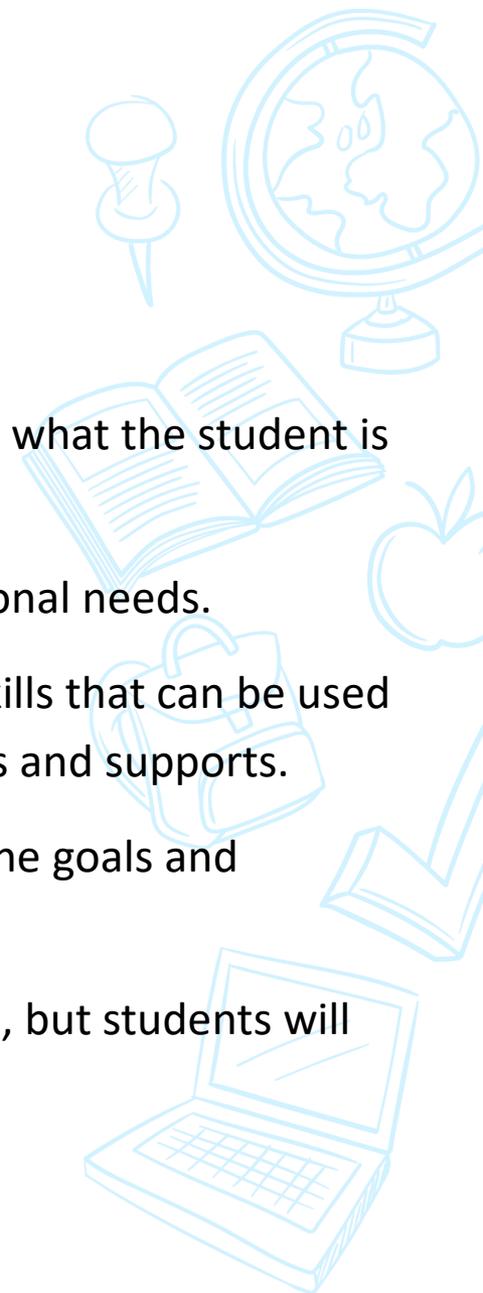
Objectives/benchmarks:

- Maria will identify a visual related to the central theme given a choice of two visuals (related and unrelated) 4/5 opportunities across 2 consecutive sessions.
- Maria will identify the first event in the story by selecting a visual (related and unrelated) 4/5 opportunities across 2 consecutive sessions.
- Maria will identify the last event in the story by selecting a visual (related and unrelated) 4/5 opportunities across 2 consecutive sessions.
- Maria will increase amount of time in seated position by 2 minutes every grading period.

Accommodations:	<p>Text read aloud to student and technology read aloud options.</p> <p>Simple and direct language within the text and teacher directives. Graphics/objects are provided for answer choices, along with the text, which give Maria a visual support to answer the questions.</p> <p>Adaptive chair and head switch.</p> <p>Indicate choice or preference using eye gaze, turning head, or switch activation</p>
Modifications (if needed): <i>In what ways must the curriculum be changed for this student to access the content?</i>	<p>Amount of text decreased, visual pictures/objects of key details provided to the student, student engages in learning activity with frequent breaks and repositioning, as needed.</p>

Keep the Planning Student Focused

- Begin with an overview of recent progress and strengths. Focus on what the student is able to do.
- Present levels-begin building a consensus of the student's educational needs.
- Consider academics, communication and other areas to identify skills that can be used to promote access to the grade level content and accommodations and supports.
- Plan for the whole student – all professionals collaborate around the goals and outcomes
- Remember, shifting to higher academic expectations will take time, but students will respond!



Indiana IEP Resource Center

Annual Goals

- Aligned to grade level standard (Indiana Academic Standard or Content Connector)
- Three components of measurability are evident.
 - Target behavior (observable, repeatable, verifiable)
 - Stimulus material or Conditions under which the skill is expected to occur
 - Criterion for mastery or acceptable performance
- Addresses a unique need of this student
- Clearly written in common language understood by all stakeholders
- Identifies the skill the student will be taught
- Reflects a realistic expectation of one year's growth considering the student and his or her current skills
- Allows a clear yes or no determination of whether the goal has been achieved
- Can be reliably assessed



Indiana Resource Centers



<https://www.indianaieprc.org/>

Indiana IEP Resource Center

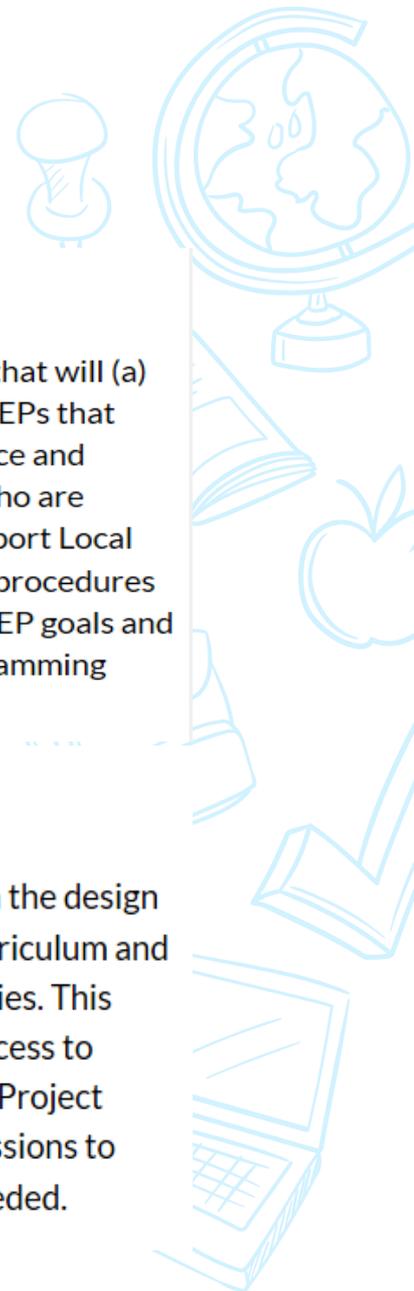
Focus: To increase Indiana educators' knowledge and skills that will (a) support the use of Indiana IEP to develop legally compliant IEPs that follow Article 7 requirements, (b) provide technical assistance and professional development for Indiana educators and staff who are involved in the development of high quality IEPs and (c) support Local Educational Agencies (LEAs) in the development and use of procedures to ensure compliance and the fidelity of implementation of IEP goals and services that will result in high quality instruction and programming evident by data review and progress monitoring.



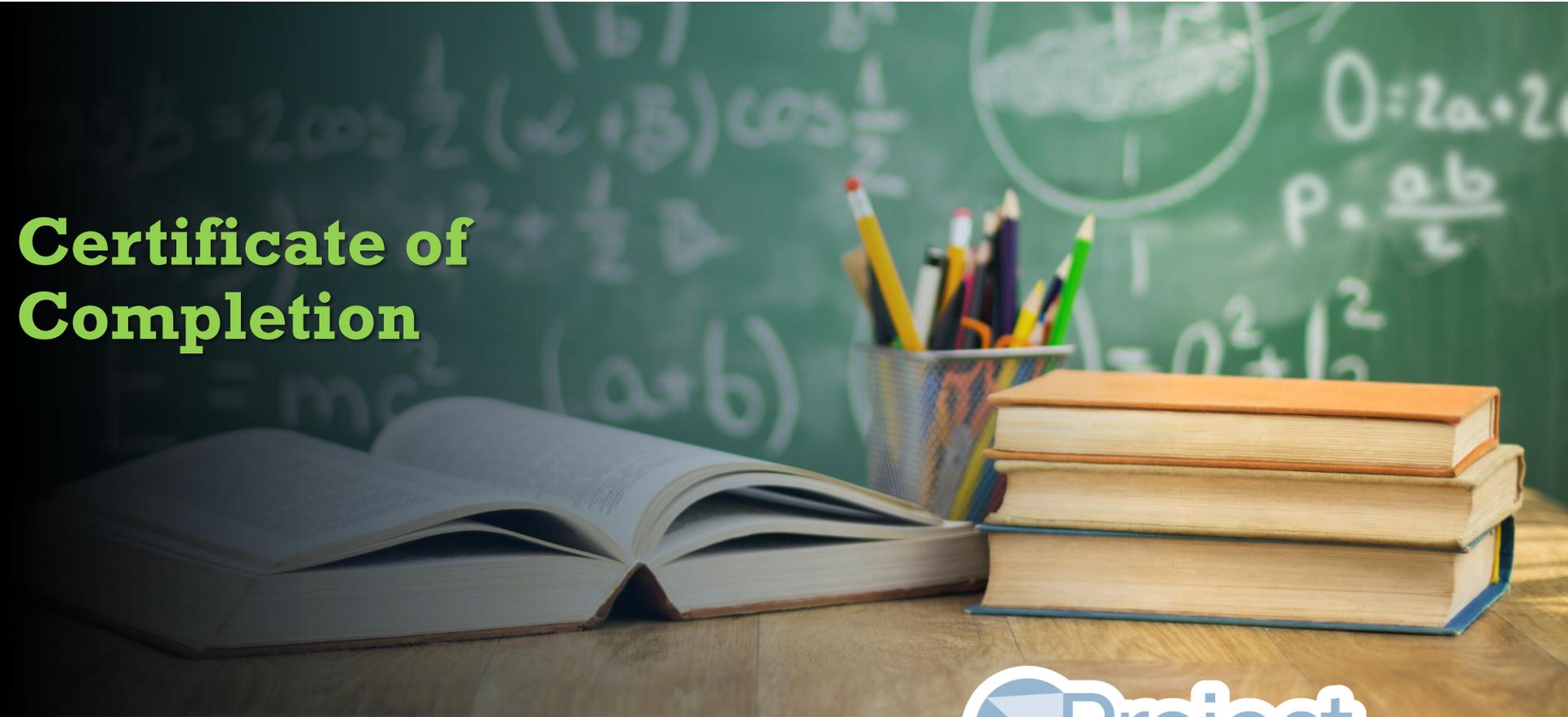
www.projectsucceessindiana.com

Project Success

Project SUCCESS supports teachers and administrators in the design and implementation of Indiana Academic Standards in curriculum and instruction for students with significant cognitive disabilities. This includes providing critical background information and access to instructional and resource materials developed by NCSC. Project SUCCESS provides monthly professional development sessions to participating teams and on-site technical assistance as needed.



Certificate of Completion



2:00-3:00PM

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A black and white photograph of a coastal landscape. In the foreground, waves are crashing against a rocky shore, creating white foam. The middle ground shows a dark, silhouetted cliffside on the right. In the background, there are several layers of mountains, with the furthest ones appearing hazy and light-colored. The overall scene is dramatic and atmospheric.

No one rises to low
expectations.

Les Brown

Agenda

- CERTIFICATE OF COMPLETION REVIEW
- CURRICULUM DISCUSSION
- COC COURSE SEQUENCING –
STUDENT AND TEACHER SCHEDULES
- DEVELOPING A SCOPE AND SEQUENCE



Certificate of Completion Resources

- [Indiana Certificate of Completion](#)
- Located on the IDOE Website-Search CoC



Content Connectors

Indiana's Alternate
Academic
Standards

Aligned to the Indiana Academic
Standards

Identifies priorities in ELA, Math,
Science, Social Studies to guide
instruction for students with
significant cognitive disabilities

Prioritized for instruction and
the alternate assessment

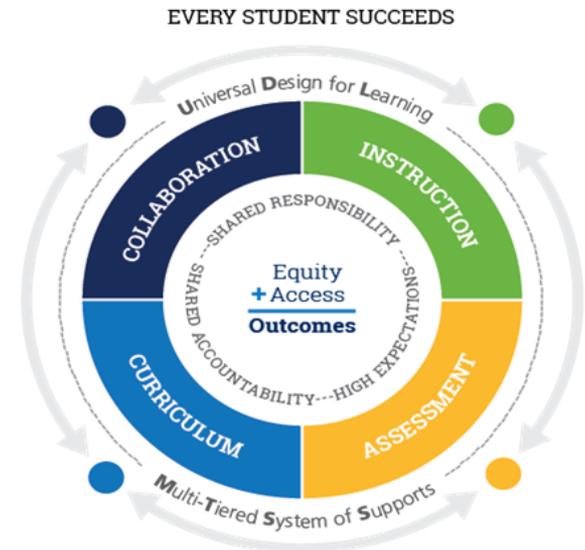
Highlight the knowledge and skills in the Indiana
Academic Standards for students to make progress
toward the learning targets at each grade level.

Certificate of Completion



NEED FOR CHANGE

- Indiana's Alternate Assessment shifted focus from functional to academic skills.
- Vocational Rehabilitation and Workforce Development Partners expressed concerns about the readiness of students who receive the COC to enter the workforce.
- Parents expressed concerns about the ability of their children to access the workforce without a high school diploma
- Schools report receiving minimal guidance on serving students on a Certificate of Completion track. The students have no documentation of their academic or employability skills.
- ESSA and Dear Colleague Letter



CERTIFICATE OF COMPLETION WORKGROUP

- The Certificate of Completion Work Group, a subset of the Interagency Transition Council, began meeting monthly in September 2015 to examine the issues related to the Certificate raised by schools, parents, students and the community and to develop a plan to address the issues.
- The group is comprised of representatives from Vocational Rehabilitation, Workforce Development, FSSA, ARC of Indiana, ICASE, INSOURCE, Indiana Resource Network, the Manufacturing Association and various members of the Dept. of Education.

Development Process

Course of Study

- Aligned with Diploma
- Support from VR/DWD/Transition
- Assumptions
- Aligned with standards and statewide assessments

Course Descriptions

- Support from P-16
- Aligned to Content Standards, Content Connectors and Workplace Essentials
- Support high expectations and assumptions
- Academic Instruction
- Transition Planning
- Employability

Professional Development

- Academic Instruction
- Transition Planning
- Employability

Course of Study

[HTTPS://WWW.DOE.IN.GOV/STUDENT-SERVICES/STUDENT-ASSISTANCE/COC](https://www.doe.in.gov/student-services/student-assistance/coc)



Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

English/Language Arts	8 credits/applied units
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units
	Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

Applied Course Descriptions

[HTTPS://WWW.DOE.IN.GOV/STUDENT-SERVICES/STUDENT-ASSISTANCE/COC](https://www.doe.in.gov/student-services/student-assistance/coc)



!!IMPORTANT NOTE!! This document is **DRAFT** and provided for planning purposes only. The 2018/2019 DOE Course Titles and Descriptions will be posted in the Fall of 2017 at <https://www.doe.in.gov/ccr/course-titles-and-descriptions>.



DOE Course Number	Subject Area	High School Course Titles	Course Description	Applied Course Description	Related Critical Content Connectors	Employability Skills	Max # Units	Grade Level	COC Requirement
5394	CTE BITME	Preparing for College and Careers	<i>Preparing for College and Careers</i> addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.	<i>Applied Preparing for College and Careers</i> addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.	9-10.W.4.a.2: Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	Technology and Tool Usage Knowledge of how to use and apply job-appropriate computer applications and other office equipment, such as copiers, scanners, apps, and fax machines	2	9+	elective

CTE: Business, Marketing, Information Technology, and Entrepreneurship

APPLIED BUSINESS MATH

(BUS MATH)

4512

4512A (Recommended local course code)

Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as an applied math course for the Certificate of Completion

Resources

[HTTPS://WWW.DOE.IN.GOV/STUDENT-SERVICES/STUDENT-ASSISTANCE/COC](https://www.doe.in.gov/student-services/student-assistance/coc)



Curriculum Discussion

WHAT ARE YOU CURRENTLY USING? MAKE A LIST.

WHAT CONTENT CONNECTORS DOES CURRENT CURRICULUM ADDRESS?

WHAT IS MISSING?

COMPARE TO HIGH SCHOOL APPLIED COURSES*



Certificate of Completion Course Sequencing

WHAT WILL STUDENTS TAKE?

WHAT WILL TEACHERS TEACH?



Four Year Plan - Student

Freshman	Sophomore	Junior	Senior

Teaching Schedule

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
1 st						
2 nd						
3 rd						
4 th						
5 th						
6 th						
7 th						

Questions?

