Blaine County’s DVR Curriculum is available at <http://idahotc.com/secondary-transition/Documents.aspx#2155306-self-determination-and-advocacy>

This crosswalk highlights potential connections between the DVR curriculum and the Common Core State Standards for 11th and 12th grades. The curriculum is not focused on language tasks, but most of the activities in which students make lists could be supplemented with an activity to take the list to full sentences. Activities in which students practice interviewing, or other soft skills, could be augmented with evaluation tasks with one student evaluating the performance of another. Evaluating each other’s work is one way of synthesizing and integrating information that has been presented. Students should be encouraged to research jobs in multiple locations. For examples, the job of plumber should be reviewed at O\*NET online, as well as in another location, such as the website of a plumbers’ union. Integrating information from multiple sources meets several core standards.

The full text of standards is below the table, and the hyperlinks take the user to corestandards.org.

|  |  |
| --- | --- |
| Pre-Unit History of Special Education |  |
| Unit 1 Nonverbal communication – How to communicate with friends and professionals | [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) |
| 1a Learning to communicate effectively |
| 1b Texting and email |
| Unit 2 Self-awareness and Self-advocacy – Understanding my disability | [CCSS.ELA-Literacy.WHST.11-12.10](http://www.corestandards.org/ELA-Literacy/WHST/11-12/10/)  [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) |
| 2a The Legalities |
| 2b Personal Level – Defining your disability |
| Unit 3 Adult services – Identifying adult service providers and eligibility criteria | CCSS.ELA-Literacy.RH.11-12.2  [CCSS.ELA-Literacy.RST.11-12.7](http://www.corestandards.org/ELA-Literacy/RST/11-12/7/)  [CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/)  [CCSS.ELA-Literacy.WHST.11-12.8](http://www.corestandards.org/ELA-Literacy/WHST/11-12/8/)  [CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/)  [CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/)  [CCSS.ELA-Literacy.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) |
| 3a Personal research of adult services part 1 |
| 3b Personal research part 2 |
| Unit 4 Reality of life after high school – Discovering the gap between student thoughts on employment and reality | CCSS.ELA-Literacy.L.11-12.4  [CCSS.ELA-Literacy.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/)  [CCSS.ELA-Literacy.RST.11-12.7](http://www.corestandards.org/ELA-Literacy/RST/11-12/7/)  [CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/)  [CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/)  [CCSS.ELA-Literacy.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) |
| 4a Assessment of my skills for future employment |
| 4b My skills and goals don’t match – Now what? |
| Unit 5 Employment – finding employment and applications | CCSS.ELA-Literacy.SL.11-12.4 |
| 5a Appropriate phone calls to employers |
| 5b The resume |

|  |  |
| --- | --- |
| Unit 6 – Interviewing skills – Soft Skills role play | [CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/)  [CCSS.ELA-Literacy.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/)  [CCSS.ELA-Literacy.L.11-12.3](http://www.corestandards.org/ELA-Literacy/L/11-12/3/)  [CCSS.ELA-Literacy.WHST.11-12.10](http://www.corestandards.org/ELA-Literacy/WHST/11-12/10/) |
| 6a Responding to interview questions |
| 6b What employers are really looking for in a good employee |
| Unit 7 Advocacy in the workplace and school – Accommodations in high school, college, and the workplace | [CCSS.ELA-Literacy.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)  [CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/)  [CCSS.ELA-Literacy.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/)  [CCSS.ELA-Literacy.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) |
| 7a Addressing accommodations |
| 7b Talking with my teacher about my accommodations |
| Unit 8 Work behaviors – Soft Skills |  |
| 8a More soft skills |

**English Language Arts Standards » Reading: Informational Text**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.11-12.4](http://www.corestandards.org/ELA-Literacy/RI/11-12/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**English Language Arts Standards » Writing**

**Text Types and Purposes**

* [CCSS.ELA-Literacy.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  + [CCSS.ELA-Literacy.W.11-12.1d](http://www.corestandards.org/ELA-Literacy/W/11-12/1/d/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  + [CCSS.ELA-Literacy.W.11-12.1e](http://www.corestandards.org/ELA-Literacy/W/11-12/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.
* [CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  + [CCSS.ELA-Literacy.W.11-12.2a](http://www.corestandards.org/ELA-Literacy/W/11-12/2/a/) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  + [CCSS.ELA-Literacy.W.11-12.2b](http://www.corestandards.org/ELA-Literacy/W/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.
  + [CCSS.ELA-Literacy.W.11-12.2c](http://www.corestandards.org/ELA-Literacy/W/11-12/2/c/) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  + [CCSS.ELA-Literacy.W.11-12.2d](http://www.corestandards.org/ELA-Literacy/W/11-12/2/d/) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  + [CCSS.ELA-Literacy.W.11-12.2e](http://www.corestandards.org/ELA-Literacy/W/11-12/2/e/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  + [CCSS.ELA-Literacy.W.11-12.2f](http://www.corestandards.org/ELA-Literacy/W/11-12/2/f/) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

* [CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* [CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](http://www.corestandards.org/ELA-Literacy/L/11-12).)
* [CCSS.ELA-Literacy.W.11-12.6](http://www.corestandards.org/ELA-Literacy/W/11-12/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* [CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Range of Writing**

* [CCSS.ELA-Literacy.W.11-12.10](http://www.corestandards.org/ELA-Literacy/W/11-12/10/) 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.

**English Language Arts Standards » Speaking & Listening**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  + [CCSS.ELA-Literacy.SL.11-12.1b](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  + [CCSS.ELA-Literacy.SL.11-12.1c](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/c/) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  + [CCSS.ELA-Literacy.SL.11-12.1d](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/d/) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
* [CCSS.ELA-Literacy.SL.11-12.2](http://www.corestandards.org/ELA-Literacy/SL/11-12/2/) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Presentation of Knowledge and Ideas**

* [CCSS.ELA-Literacy.SL.11-12.4](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* [CCSS.ELA-Literacy.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/11-12) for specific expectations.)

**English Language Arts Standards » Language**

**Conventions of Standard English**

* [CCSS.ELA-Literacy.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + [CCSS.ELA-Literacy.L.11-12.1a](http://www.corestandards.org/ELA-Literacy/L/11-12/1/a/) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  + [CCSS.ELA-Literacy.L.11-12.1b](http://www.corestandards.org/ELA-Literacy/L/11-12/1/b/) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed.
* [CCSS.ELA-Literacy.L.11-12.2](http://www.corestandards.org/ELA-Literacy/L/11-12/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  + [CCSS.ELA-Literacy.L.11-12.2a](http://www.corestandards.org/ELA-Literacy/L/11-12/2/a/) Observe hyphenation conventions.
  + [CCSS.ELA-Literacy.L.11-12.2b](http://www.corestandards.org/ELA-Literacy/L/11-12/2/b/) Spell correctly.

**Knowledge of Language**

* [CCSS.ELA-Literacy.L.11-12.3](http://www.corestandards.org/ELA-Literacy/L/11-12/3/) 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.
  + [CCSS.ELA-Literacy.L.11-12.3a](http://www.corestandards.org/ELA-Literacy/L/11-12/3/a/) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use**

* [CCSS.ELA-Literacy.L.11-12.4](http://www.corestandards.org/ELA-Literacy/L/11-12/4/) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
  + [CCSS.ELA-Literacy.L.11-12.4a](http://www.corestandards.org/ELA-Literacy/L/11-12/4/a/) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  + [CCSS.ELA-Literacy.L.11-12.4c](http://www.corestandards.org/ELA-Literacy/L/11-12/4/c/) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  + [CCSS.ELA-Literacy.L.11-12.4d](http://www.corestandards.org/ELA-Literacy/L/11-12/4/d/) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
* [CCSS.ELA-Literacy.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**English Language Arts Standards » Science & Technical Subjects**

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RST.11-12.7](http://www.corestandards.org/ELA-Literacy/RST/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**English Language Arts Standards » Writing**

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.WHST.11-12.7](http://www.corestandards.org/ELA-Literacy/WHST/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* [CCSS.ELA-Literacy.WHST.11-12.8](http://www.corestandards.org/ELA-Literacy/WHST/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
* [CCSS.ELA-Literacy.WHST.11-12.9](http://www.corestandards.org/ELA-Literacy/WHST/11-12/9/) Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

* [CCSS.ELA-Literacy.WHST.11-12.10](http://www.corestandards.org/ELA-Literacy/WHST/11-12/10/) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.