

Instructional activity	Notes
<p>Students choose a landmark (e.g., college, neighborhood, monument, restaurant) that they want to live near and conduct a search for houses within a 10-mile radius of the chosen landmark. Students then list the addresses of three houses on the perimeter of the 10-mile area and justify how they know these are the edge of the area.</p> <p><i>CCSS-specific standards: MATH (HSG-GMD.A.1)</i></p>	
<p>Give students the following scenario: You have \$7,500 saved and are interested in buying a house. In order to qualify for a mortgage loan, you need to make a 20% down payment. What is the maximum that you could spend on a house?</p> <p><i>CCSS-specific standards: MATH (HSA-REI.B.3)</i></p>	
<p>Students research how large a mortgage they could prequalify for depending on different circumstances (e.g., different amounts of income, debt, down payment percentage). Students then develop an equation to represent the situation.</p> <p><i>CCSS-specific standards: MATH (HSA-SSE.A.1b)</i></p>	
<p>27. Knows how to do routine household tasks.</p>	
<p>Students help to wash, dry, and fold a school organization’s uniforms; complete a 2-week meal plan for their families; or perform another home-living task requiring organizational skills. Afterwards, students write a blog to reflect on what they could do help make this process as efficient as possible.</p> <p><i>CCSS-specific standards: ELA (W.11-12.7)</i></p>	
<p>The class helps to clean and organize the backstage area of the theater department. Have students sweep, fold costumes, organize materials, and so on. After completing the tasks, students participate in a Socratic seminar about what could be done to help maintain that organization and cleanliness.</p> <p><i>CCSS-specific standards: ELA (SL.11-12.1)</i></p>	
<p>Over the course of a week, students keep track of chores and tasks they do around their home (e.g., vacuuming, cooking, dusting, washing laundry, washing dishes, making the bed, cleaning the bedroom). On the final day of the week, students write a journal entry about their experience, answering the following questions: Why did you do these tasks? What would have happened if you didn’t do them? Were any of the tasks more difficult than others?</p> <p><i>CCSS-specific standards: ELA (W.9-10.10)</i></p>	
<p>Students choose a household task and write step-by-step instructions for completing the task. The students then trade papers and try to identify gaps in the procedures (e.g., didn’t mention which cleaning product to use, didn’t explain how to put on a bottom sheet).</p> <p><i>CCSS-specific standards: ELA (W.9-10.4)</i></p>	
<p>Throughout the year, students shadow various employees in the district (e.g., custodian, cook, secretary). After each experience, they write a short reflection on the elements of the job.</p> <p><i>CCSS-specific standards: ELA (W.11-12.10)</i></p>	
<p>Students read or listen to Shel Silverstein’s “Sarah Cynthia Sylvia Stout.” Then they write their own poem or song about what could happen if they didn’t do one of their chores at home.</p> <p><i>CCSS-specific standards: ELA (W.9-10.3)</i></p>	
<p>After watching a video on how to clean a kitchen properly, students write an informative paper about why kitchen cleanliness is important for their health.</p> <p><i>CCSS-specific standards: ELA (W.11-12.7)</i></p>	