

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:**

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will prepare and report the weather daily to their schoolmates over the school public address system and on a bulletin board in the main hallway.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will observe the weather and choose the appropriate picture symbols to describe the weather for the bulletin board.
- (2) The student will read the thermometer at 9:00, 12:00, and 3:00 and record the temperature in the daily weather log.
- (3) The student will "yes/no" answer a specific question about the weather such as, "Do you see clouds?"
- (4) The student will demonstrate a change in behavior state when taken outdoors.
- (5) The student will use a ruler to measure the depth of the snow to the nearest inch.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:**

- (1) The student will manipulate a push pin to post the weather symbol on the bulletin board. [TARGETED SKILLS: motor skills] {COACH: COMMUNICATION #7; #8; SOCIALIZATION #19; LEISURE/RECREATION #38; VOCATIONAL #74}
- (2) The student will hold her head erect while being pushed by a peer to the bulletin board and watch peers update the board [TARGETED SKILLS: social skills, motor skills] {COACH: SOCIALIZATION #14}
- (3) The student will type the date on using a single switch scanning adapted system on the classroom computer. [TARGETED SKILLS: functional academic skill, motor skills] {COACH: SELECTED ACADEMICS #39; #42}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:**

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

**A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:**

Students will inventory the numbers and varieties of trees in the local park and develop a system for classifying trees.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity::**

- (1) The student will collect and mount samples of leaves of different trees and identify them based upon their shapes.
- (2) The student will draw and color a picture of a tree depicting trunk, limbs, and leaves using the appropriate colors, proportions, and orientation.
- (3) The student will create and label a poster using crayons to make rubbings of a various leave shapes and venation.
- (4) The student and a peer will make a collection of various seeds and nuts and identify their tree of origin.
- (5) The student and a peer will photograph a tree each month and create a poster of the life of the tree.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Acticies Found on their IEPs While Participating in this Class Activity:**

- (1) The student will stay with his small group without verbal cues when observing trees in the park. [TARGETED SKILLS: behavior skills, social skills, critical community activity, critical recreation/leisure activity] {COACH: SOCIALIZATION #17; SCHOOL #60, #61}
- (2) The student will demonstrate all the steps in a street crossing task analysis with no more than verbal cues when walking to and from the park. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #67}
- (3) The student will follow one-step directions given by peers. [TARGETED SKILLS: communication skill] {COACH: COMMUNICATION #7}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:**

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

**A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:**

Conduct a survey of individuals who have smoked or are smoking cigarettes to determine the factors involved in the smoking habit and attempts to quit smoking. The survey may address questions such as:

- (a) What factors influenced their choice to smoke?
- (b) What do they like and dislike about smoking?
- (c) How many peers have tried to quit or quit smoking?
- (d) How many have been successful in quitting smoking?
- (e) What methods were used to assist each smoker to quit?

Document the findings.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will assist in creating a bar graphs of survey results.
- (2) The student will use a preprogrammed electronic communication device to interview smokers and a peer will record the smoker's responses.
- (3) The student and small group of peers will create posters about the survey findings.
- (4) The student and a peer will search the Internet for illustrations of the medical impact of smoking on the mouth, throat, bronchi, and lungs.
- (5) The student and a peer will invite a panel of individuals with lung or throat cancer or emphysema to speak to a group of peers.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs while Participating in this Class Activity:**

- (1) The student will assist in tallying results by counting using one-to-one correspondence. [TARGETED SKILLS: functional academic skill] {COACH: APPLIED ACADEMICS #45}
- (2) The student will maintain appropriate distance from interviewee when conducting an interview of a smoker. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #16, #17}
- (3) The student will accurately dial a telephone given the number on a card. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #39; #51}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

**General Demonstrators of this Academic Expectation which May be Appropriate for Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:**

The student will:

- (1) Observe and describe the physical characteristics of an unfamiliar individual.
- (2) Identify the sounds made by common household and community objects, vehicles, appliances, animals, or environmental events (i.e., bird, thunder, telephone, police siren, )
- (3) Classify a set of objects into two categories (i.e., heavy/light, float/sink, opaque/translucent, male/female, rough/smooth)
- (4) State the temperature using a linear thermometer.
- (5) Tell time to the nearest 15 minutes
- (6) Set a timer for a given number of minutes to 60 minutes
- (7) Complete an entry of data onto a bar graph.
- (8) Predict what will happen next in a common daily routine.
- (9) Classify plants using multiple criteria.
- (10) Use a yardstick to accurately measure the height of peers.
- (11) Observe and state the symptoms of an illness he is experiencing.
- (12) Upon being touched on various parts of the body, communicate using a gesture of affirmation to the mand, "Tell me if you hurt here."
- (13) Accurately use tally marks to count a set of 10 objects or actions.
- (14) Classify an animal (dog or cat) as a dog or cat.
- (15) Use texture cues posited in critical places along school walls to travel within the school without cues.
- (16)
- (17)
- (18)
- (19)
- (20)

**If you are Using COACH-2\*, the Following COACH Activities Might Fall within this Academic Expectation:**

**COMMUNICATION:** #8, Describes events, objects, interactions and so forth;

**SOCIALIZATION:** #12, Reacts to objects, activities, and/or people by making observable changes in behavior.

\* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.