

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students demonstrate understanding of data concepts related both to certain and uncertain events.

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

Students will visit with the buyer from a number of local toy department and toy stores to explore how they collect data on which toys are selling and which need to be ordered in greatest quantity for the holiday or summer seasons. Each student in the class will visit one toy store and list his predictions of the five best selling toys for the next month. Results will be compared with store data.

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

- (1) The student will complete his list of his predictions for the five best selling toys.
- (2) The student will state why he chose each of the toys on his list of predictions for best selling toys.
- (3) The student will attend to a presentation by the store manager on sales data gathered when items are checked out and how that influences inventory.
- (4) The student will find and review key numbers on a data print out of toy sales at a local store.
- (5) The student and a group of peers will create a bar graph of their predictions of best selling toys and compare it with actual sales for one month.
- (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) While at the toy store student will copy the names and prices of his five predicted sellers onto his clipboard. [TARGETED SKILLS: functional academic skill] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #43, #44, #47, #48, #49}
- (2) The student will locate the scanning label and scans a purchase at the check out counter. [TARGETED SKILLS: critical vocational activity] {COACH:#43, #44, #46}
- (3) Upon entering the Kmart, the student will locate the toy section by finding a salesperson and asking for assistance. [TARGETED SKILLS: communication skills, social skills, critical community activity] {COACH: COMMUNICATION #7, #9, #12; SOCIALIZATION #14; SELECTED ACADEMIC #42, #43}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students will demonstrate understanding of data concepts related to certain and uncertain events.

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

Students will gather data on the sales of CD and tapes and the play time on local radio stations local student surveys to determine various data based representations of national, local, and school-wide preferences of popular, country, and rock music. Student will not only study measures of popularity but duration of popularity and trends over the last 25 years.

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 counting ballot of top country, pop, and rock CDs as results of a school-wide survey.
- (2) The student will refer to country, pop, and rock web sites to gather data on CD sales and other measures of popularity of different recording artists.
- (3) The student and a group of peers will provide graphic representation of different measures of the duration of popularity of a country CD and research how that compares with the duration/longevity of a number one recordings ten years ago.
- (4) Given a calculator and verbal directions from a peer, the student will calculate the mean duration of a number one rock recording in 1997.
- (5) The student will copy the names of the top five country recordings posted at the music store onto his clip board and report his findings to his peers at school
- (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 travel to a music store via public transportation to documents this week's top selling recordings. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical community activity] {COACH: COMMUNICATION #7, #12; SOCIALIZATION #17, #18, #19, #20; SELECTED ACADEMICS #42, #43, #44, #46, #47, #48, #49; COMMUNITY #73}
- (2) The student will request "more" by vocalizing when the recording of a current pop recording is turned down or off. {TARGETED SKILLS: communication, social skills} {COACH: COMMUNICATION #1, SOCIALIZATION #13, #14; SELECTED ACADEMICS #41}
- (3) The student will demonstrate a change in activity level, facial expression or vocalization in response to listening to a hard rock recording with peers. {TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity} {COACH: SOCIALIZATION #13; LEISURE?RECREATION #37; SELECTED ACADEMICS #41}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students will demonstrate understanding of data concepts related to certain and uncertain events.

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

Groups of students will research various perspectives and aspects of the use of toxic substances on the battlefields of WWI, WWII, Korea, Viet Nam and the Gulf War. They will gather data from the Defense Department, Veterans' Administration and other official and media sources and make a presentation on the impact of such substances on the progress of the battles and the long-term effect on servicemen in each era.

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

- (1) While analyzing data from the VA with a peer the student will state which of two numerals is larger.
- (2) The student and a group of peers will analyze the official Defense Department reports on the possible frequency of exposure to toxic substances and their impact on combatants in the Gulf War.
- (3) The student and a group of peers will create a graphic representation of the quantity of Agent Orange used in Viet Nam and cancers in Viet Nam veterans and birth defects in their children which are attributed to contact with that substance.
- (4) The student will color in a bar graph representation of the numbers of combatants from each nation involved in WWI who were exposed to toxic substance with lasting impact.
- (5) With the assistance of a peer, the student will use graphing software to represent frequency data related to exposure to toxic substances on the battlefield or combat arena.
- (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) Given a numeral orally, the student will enter it into a calculator accurately. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46}
- (2) The student will construct a bar graph with the assistance of a peer using graphing software. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19, SELECTED ACADEMICS #42, #44, #46, #47, #55}
- (3) The student will show a change in behavior state and activity level while walking to the public library with a group of peers doing research on toxic substance in combat arenas. [TARGETED SKILLS: social skills, critical community activity] {COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41}
- (4)

MORE IDEAS AND EXAMPLES:

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

The student will:

- (1) Count tally marks to document the frequency of a measured occurrence.
- (2) Use graphing software with the assistance of a peer to represent frequency data.
- (3) Graph his own performance data on a task-analyzed skill.
- (4) Read a bar graph to state the number of times a certain behavior occurred.
- (5) Conduct a simple experiment and collect data with a group of peers to determine possibilities and probabilities in the roll of two dice.
- (6) Conduct a simple experiment with a group of peers to determine the findings of four different groups of students who see how many of the first ten cards dealt from a shuffled deck are hearts.
- (7) Graph the time each student takes to run 100 yards to study measures of central tendency with a group of peers.
- (8) Graph the heights of mother of third graders and fathers of third graders to study concepts related to normal distribution.
- (9) Conduct an anonymous survey of ten different characteristics or preferences of middle school students with a group of peers and graph the distributions for study and analysis.
- (10) Trace the path of a frequency chart with his pencil
- (11) Create a bar graph that documents his daily performance on reading dollar amounts and stating the "next dollar."
- (12) Match examples of frequency measures skewed to left, skewed to right, and normal curves.
- (13) Graph the performance of Microsoft in the stock the stock market with a group of peers and decide when to by more stock – evaluate the performance.
- (14) Count by 5s and 1s to accurately determine the value of a set of tally marks.
- (15) State whether a coin has landed on "heads: or "tails" as a member of a group conducting an experiment on probability.
- (16)
- (17)
- (18)
- (19)
- (20)

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #42, Directs and sustains attention to activity; #44, Differentiates/discriminates between various things; #47, Identifies symbols; #51, Counts with correspondence.

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