

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.14 Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

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

The class will read three age-appropriate books about issues of justice, responsibility, choice, democracy and/or freedom. Groups can make presentations advocating for their favorite book. Students will vote to determine which book was the most popular. Students will discuss, write, and visually document why the winner was the winner.

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

- (1) The student will relate the story of the book verbally using the illustrations to guide the storytelling.
- (2) The student will choose his favorite book by pointing to his preferred book.
- (3) The student will attend to a story about democratic principles being read to her by a peer.
- (4) The student will activate a BIG MACK switch to play his prerecorded part of a report to the class about one of the books on democratic principles.
- (5) The student will demonstrate the ability to act as a responsible group member by sitting and listening to the presentations of other class members.
- (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 turn the pages of the book as the book is being read to him by a peer. [TARGETED SKILLS: communication skills, social skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7, #10; SOCIALIZATION #13, #14, #15, #19, #22; LEISURE/RECREATION #39; SELECTED ACADEMICS #41, #44, #46}
- (2) The student will assist a peer in counting the number of ballots submitted for each book. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #1, #2, #7, #10; SOCIALIZATION #19, #20, #22; SELECTED ACADEMICS: #41, #42, #44, #51; SCHOOL #65, #67; VOCATIONAL #82}
- (3) The student will turn the pages and hold up the pages for the group to see the pages while a peer or teacher reads a second copy of the book. [TARGETED SKILLS: communication skills, social skills, motor skills, functional school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #15#18, #19, #20,#22; SELECTED ACADEMICS #42, #44, #46; SCHOOL #66}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.14 Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

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

Small groups of students are asked to plan and implement a physical activity with a group of young children. They are to plan the activity, present the rules in an oral and visual manner, conduct the activity, and evaluate the performance of the young children related to the clarity of their presentation of the rules.

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

- (1) Interact with a young child in a caring, respectful manner.
- (2) Evaluate his performance as a caregiver on a teacher-developed self-evaluation of caring, respectful behavior.
- (3) The student will activate a sequence of three switchers to state three different rules of the activity.
- (4) The student will state one strategy he might use if a conflict arises between two young participants in the activity.
- (5) The student will state why it is important to wait for your turn when playing a game.
- (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) Use appropriate articulation and voice level when working with classmates and directing young children. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #10}
- (2) Use a switch to turn a tape recorder on and off to provide musical cues for musical chairs. [TARGETED SKILLS: communication skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #22; RECREATION/LEISURE #40; SELECTED ACADEMICS #42, #46; SCHOOL, #66, #69}
- (3) The student will appropriately give encouragement to young persons involved in the activity {TARGETED SKILLS: communication skills, social skills, behavior skills, critical recreation/leisure activity} {COACH: COMMUNICATION #1, #3, #7, #8; SOCIALIZATION #13, #14, #15, #17, #18, #20, #22; LEISURE/RECREATION #39}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.14 Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

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

Groups of students will research the American's with Disabilities Act. Section 504 of the 1973 Rehabilitation Act, and the Individual with Disabilities Education Act and determine the impact of the federal government on the lives of persons with disabilities and the cost and benefits to all citizens the country. Students will read books, magazines, newsletters, journals, and newspapers and view videos and films depicting changes in the rights of individuals with disabilities.

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

- (1) The student will make a presentation to his peers regarding what being included in a typical class means to him.
- (2) The student will look up the words "rights" and "responsibilities" in the dictionary, discuss the concepts with a peer, and dictate what the words mean to him.
- (3) A student who uses a wheel chair and a peer will visit three community businesses and evaluate the ease of accessibility.
- (4) The student will state his feelings as an individual using a wheel chair when he confronts inaccessible environments.
- (5) The student and a peer will interview someone with a disability who is over 45 to see the differences between his/her childhood and that of an individual who did not have the rights assured by these acts.
- (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 type his definition of "rights" and "responsibilities" from the handwritten copy he dictated to a peer. [TARGETED SKILLS: communication skills, functional academic skills, motor skills, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #46, #47,#49, #55; SCHOOL #67}
- (2) The student will independently activate and accurately navigate his motorized wheel chair to travel from the classroom to the library. [TARGETED SKILLS: motor skills, critical school activity] {COACH: SOCIALIZATION #19; PERSONAL MANAGEMENT #35, #36;SELECTED ACADEMICS #42,#43; SCHOOL #70}
- (3) The student will "read" the universal symbols and decide the correct restroom in a community setting. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #48}
- (4)
- (5)

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) Choose a preferred snack from a tray with three real foods or packages of foods.
- (2) Choose an activity from a set of three picture-symbols depicting different activities and go to that activity without verbal, gestural, or physical prompts.
- (3) State the classroom rules when given a chart with line drawing depicting each rule.
- (4) Choose the appropriate behavior in a social setting when given pictures of an individual behaving in appropriate and inappropriate ways. Prior to asking the student to make a choice, a verbal explanation of the individual's actions in each picture will be provided by an instructor or peer.
- (5) Greet a peer or adult in a respectful manner.
- (6) Demonstrate courteous and respectful behavior when eating in a restaurant
- (7) Share a snack with a peer in a courteous and respectful manner.
- (8) Work with a heterogeneous group of peers in a cooperative and effective manner to complete a task.
- (9) Follow social and game rules when participating on a baseball/tee-ball team.
- (10) Provide caring, respectful assistance to a small child.
- (11) Mark his ballot to vote for a peer running for class office.
- (12) Make a speech to convince peers that his position regarding a school issue is the best option
- (13) Complete his assigned task/responsibility in a class community service project (e.g., painting the gazebo in the community park, cleaning leaves and brush from a historic cemetery).
- (14) Create a poster depicting various rights assured by the Americans with Disabilities Act.
- (15) Create and distribute a flyer for his community reminding individuals that it is important to vote in the upcoming election.
- (16)
- (17)
- (18)
- (19)
- (20)

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

COMMUNICATION: #2, Makes choices when given options; #12, Asks questions of others.

* 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.