

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.16: Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.

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

Students will read books about animal and human families. Students will write and perform a play involving a variety of different families.

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

- (1) The student will participate in the performance of the class play.
- (2) Using photographs of his family members, the student will make a presentation to the class about his family.
- (3) The student will make suggestions regarding the costuming for various family members.
- (4) The student will describe how each person's role in the play reflects the typical roles of various family members.
- (5) The student will cut pictures from magazines depicting the diverse roles and responsibilities of mothers.
- (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 clearly and concisely state his lines in the class play. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #11}
- (2) The student will use a paintbrush to assist in the painting of the scenery for the play. [TARGETED SKILLS: motor skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #19, #20; SCHOOL #65, #67}
- (3) The students and a small group of peers purchase supplies needed for the play at K-Mart. [TARGETED SKILLS: social skills, functional academic skills, critical community activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19, #20, #22; SELECTED ACADEMICS #41, #42, #42, #43, #44, #45, #46, #47, #48, #52; COMMUNITY #73, #76, #79}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.16: Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.

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

Students will read The Biography of Grizzly by Ernest Thompson Seton and will write story of an incident from their experience a within the parent-child social system.

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

- (1) With the support of a peer, the student will compose, illustrate, and share an incident that occurred within his family system.
- (2) With the assistance of a peer, the student will care for a younger family member.
- (3) The student will ask classmates to participate in one of his "Circle of Friends" meetings.
- (4) Student will find other books in the library that relate to the parent-child relationship.
- (5) The child will choose from a variety of human and animal pictures/photographs those that show parent-child interactions.
- (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) Upon listening to a section of the book, using peer generated line drawing as a guide, the student will retell that section of the story. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8, #11}
- (2) The student will sit in his chair, keep his hands in his lap, and listen to the book being read by a peer for at least 20 minutes per day. [TARGETED SKILLS: behavior skills, communication skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #13, #18, #19; LEISURE/RECREATION #39; SCHOOL #65, #69}
- (3) The student will type his story from a handwritten model using a typical computer keyboard. [TARGETED SKILLS: motor skills, functional academic skills, critical school activity] {COACH: SELECTED ACADEMICS, #42, #44, #46, #47, #49, #55}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.16: Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.

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

Students will research the Civil Rights movement of the sixties and seventies and the Disability Rights movement of the eighties and nineties and discuss similarities and differences. Students will consider a variety of issues such as literature, publications, the nature of protests, the reaction of the communities to the demands of the movement, legislation related to the movement, issues of equity, and current status of both social groups

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

- (1) The student will go to the library with a peer and find copies of The Disability Rag.
- (2) The student and a peer will find videos of disability rights and civil rights demonstrations and create a video juxtaposing the actions of the two advocacy groups.
- (3) The student will view a video of the march from Selma to Montgomery, Alabama.
- (4) The student will locate and listen to an audio tape of the "I've Got a Dream" speech of Martin Luther King.
- (5) Student and a peer will view a video regarding the right to inclusion and friendship for persons with severe disabilities.
- (6) The student will explain the impact of a disability rights cartoon from The Disability Rag.
- (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 complete a task analysis for using a VCR to present the video. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: LEISURE/RECREATION #36}
- (2) The student will participate in the introduction of their video. [TARGETED SKILLS: social skill, communication skill] {COACH: COMMUNICATION #8, #11}
- (3) The student will verbally define the words "inclusion" and "segregation" and then write the definitions on a posterboard. [TARGETED SKILLS: communication, functional academics] {COACH: COMMUNICATION #10; SELECTED ACADEMICS #48, #49, #50}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.16: Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.

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

The student will:

- (1) Demonstrate a change in behavior state and/or attention upon hearing his mother's voice.
- (2) Point to and name the pictures of members of his family when given a variety of photographs of children and adults.
- (3) Tell peers about his family's celebration of Chanukah, using photographs as a guide.
- (4) State the names of the members of his family, when asked, "What is your mother's name?" "What is your father's name." "What are your sisters' names?" "What are your brothers' names?"
- (5) Contribute to the completion of a task assigned to his group/team.
- (6) Completes regular chores in the home as a functioning member of the family social system; and self-monitor his performance of those tasks and report to peers.
- (7) Identify the mother, father, sister, and/or brother in a photograph or illustration of a family.
- (8) Participate in a Walk-a-thon to raise money for a community group.
- (9) Share belongings or toys with peers in a socially acceptable manner without prompts.
- (10) Demonstrate respect for authority by using respectful language and actions at the workplace.
- (11) The student will create a directory of the various churches in his community with the name of the minister, phone number and special services provided by the church (food bank, AA, clothing center, hot meals, etc.).
- (12) The student will participate in age-appropriate 4-H activities.
- (13) The student will join an age-appropriate Girl Scout or Boy Scout organization.
- (14) The student will participate in Saturday AM swimming classes at the YMCA/YWCA.
- (15) The student will make a presentation on the differences between membership in a segregated special education class and an age-appropriate typical class.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following COACH Activities might fall within this Academic Expectation:

* 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.