

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.18: Students make economic decisions regarding production and consumption of goods and services related to real-life situations.

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

The teacher will initiate a token economy that rewards students for behavior, work completed, extra credit work, school jobs, and service to the community. Students will develop a form to keep track of income and outgo of points and a menu of options for spending points. Students will earn and record their accumulation of points and make decisions about using their points to purchase menu items. Students will be responsible for recording income and outgo and make decisions if and when they have enough points to purchase a desired item or opportunity

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 decision to buy a cheaper item or save for a more valuable option.
- (2) The student will maintain neat, clear, accurate, records of points accumulated and spent.
- (3) The student will accurately state if he has enough points to purchase a desired option.
- (4) The student will verbally explain that he must earn enough points quickly enough so that he can purchase a desired item before the supply is gone.
- (5) The student will verbally state his plan for immediate or future spending of his accumulated points.

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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 independently count sets of tally marks and arrive at his accurate number of points. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47, #51}
- (2) When given the number of points that he has accumulated by a peer, he will find that numeral on a number line. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #2, #7; SELECTED ACADEMICS #42, #44, #46, #47, #51}
- (3) Working with a peer, the student will color in his progress on a bar graph to determine when he has enough points to purchase a desired option. [TARGETED SKILLS: functional academic skills, motor skills, communication skills] {COACH: COMMUNICATION #2, #7; SELECTED ACADEMICS #42, #44, #46, #47, #51}

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(5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.18: Students make economic decisions regarding production and consumption of goods and services related to real-life situations.

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

The students will plan, initiate, and maintain an in school business to sell bouquets of balloons to celebrate special occasions and special relationships before school and during lunch. Students will manage the purchase of supplies and materials, plan for special events and holidays, and document income and expenditures.

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

- (1) The student and a peer will keep track of the supply of balloons and helium and notify the management when supplies are low.
- (2) The student will participate in planning sessions to determine which specialty items must be purchased for holidays or special events (e.g., Halloween, Valentine's Day, prom).
- (3) Given money by a family member the student will choose and purchase balloons for a family member's birthday.
- (4) The student will accurately record the sale on a data sheet that documents the type of bouquet sold.
- (5) The student and a peer will survey peers to gather data to estimate how many Valentine's Day bouquets will have to be produced.
- (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 throughout the school to deliver balloons to teachers who have placed orders for special dates. [TARGETED SKILLS: motor skills, social skills, orientation/mobility skills] {COACH: COMMUNICATION #2, #6, #7, #8, #9; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19, #20; SELECTED ACADEMICS #41, #42, #43, #44; VOCATIONAL #82}
- (2) The student will put out his hand to receive money as a peer purchases a balloon bouquet. . [TARGETED SKILLS: motor skills, social skills] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #14, #15, #16, #19, #20; SELECTED ACADEMICS #41, #42; VOCATIONAL #82}
- (3) The student will establish eye contact with a person buying a balloons and smile appropriately. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #9; SOCIALIZATION #13, #14; 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 2.18: Students make economic decisions regarding production and consumption of goods and services related to real-life situations.

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

Students will study the pricing of gasoline in their area. They will gather daily and or weekly prices at a variety of locations throughout the region. Students will chart and graph price fluctuations and comparisons. They will interview gasoline wholesalers and distributors, research domestic and international factors that influence the pump price of gasoline. They will explore local factors such as urban-rural, residential locations versus locations near expressways, local competition factors, and holiday travel.

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

- (1) The student and a peer will interview a local gasoline distributor and discover who sets the daily gas prices in their area.
- (2) The student and a peer will record the gasoline prices at a local station daily.
- (3) Working with a small group of peers use newspapers, reference materials, and the Internet to research trends in gasoline prices over the last 50 years.
- (4) Using computer graphing software, create a graph of gasoline prices for one month at a local station.
- (5) Gather, record, and graph gasoline prices at a gasoline station adjacent to an interstate expressway two weeks before and after the Thanksgiving holiday weekend with a small group of peers.
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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) Copy the price of a gallon of regular gas onto a clipboard. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46, #47, #48, #49; SOCIALIZATION #19, #20}
- (2) Walk with a group of peers to the gasoline station near the school. [TARGETED SKILLS: motor skills, behavior skills, social skills, critical community activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19, #20; SELECTED ACADEMICS #41, #42, #43, #44, #47; COMMUNITY #73}
- (3) Pump gasoline into the family car with the assistance of his father. [TARGETED SKILLS: motor skills, critical community activity] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #45, #46}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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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) Tally the points he accumulates for positive behavior and accomplishment of tasks and determine when he has enough points to exchange them for a trip to Hardee's.
- (2) Sign more when the copy machine is out of paper.
- (3) Make sure each individual on a student assembly line has enough materials or supplies to maintain the activity of the assembly line.
- (4) Write numerals in the proper place to deduct a check on a check register.
- (5) Given an initial balance, write three checks to pay bills and determine the new balance.
- (6) Given a starting balance on a calculator, deduct the prices of three items to be purchased at the grocery store to determine if she has enough money to purchase the items.
- (7) Determine how many pieces of candy she needs to give each individual in her group one piece.
- (8) Determine how many hot dogs, buns, potato chip, kool-aide and oranges she needs to feed eight peers.
- (9) Visit a local gas station daily for one month and create a bar graph of the price of regular gas.
- (10) With a peer, interview a gasoline distributor to determine why gas prices change from day to day and week to week.
- (11) Visit a group home for individuals needed living support and interview the house manager about the costs of living in that home – food, laundry, entertainment, rent, etc.
- (12) Visit a video rental store and develop an hypothesis why different videos cost different amounts to rent.
- (13) Review the menu of two local diners with a peer, determine how much it might cost to eat lunch for a week, and decide which diner is less expensive.
- (14) Record and graph the price of oranges from September through June.
- (15) Determine if you have enough tokens to purchase a reward from the menu of options.
- (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.