

EXAMPLE FOR ELEMENTARY LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.19: Students recognize the geographic interactions between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

A. Sample Instructional Activity for Typical Elementary Learners that Incorporates this Desired Academic Expectation:

Groups of students will explore the agricultural products of Kentucky and the surrounding states and see how geography impacts upon the growing, the harvesting, sale, and distribution of the various products. Why are timber, corn, and tobacco the major crops of Kentucky?

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will interview a number of tobacco growers to determine why tobacco grows well in Kentucky.
- (2) A group of students will research the differences in farming timber, corn, soybeans, tobacco, and cotton.
- (3) The student will visit a tobacco field and a corn field and state how they look different and how the process of farming and harvesting are different.
- (4) The student and a peer will interview an individual involved in the timber industry to find out what they do to keep from running out of trees and destroying the environment
- (5) The student and peers will visit the University of Kentucky Agricultural Cooperative in their county to learn more about agricultural production in their county.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

- (1) The student will ask a question during the interview using a cue card with words and picture-communication symbols. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #12; SOCIALIZATION #14; SELECTED ACADEMICS #42, #44, #47, #48}
- (2) Carry on a conversation with a tobacco farmer regarding the nature of the process of planting, nurturing, and harvesting a tobacco crop. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11, #12; SOCIALIZATION #13, #14, #15, #17, #23}
- (3) Dictates a summary of his experiences on the corn farm to a peer. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #7, #8, #11; SOCIALIZATION #15; SELECTED ACADEMICS #42, #43}
- (4)
- (5)

EXAMPLE FOR MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.19: Students recognize the geographic interactions between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

A. Sample Instructional Activity for Typical Middle School Learners that Incorporates this Desired Academic Expectation:

Students will research where in Kentucky there were settlements of Native Americans, what the settlements might have looked like, why they might have been in those locations, and what artifacts and structures remain that confirm their presence and their way of life – agriculture and/or hunting.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will create a model of a Native American settlement with a group of peers.
- (2) Go to the children's section of the library and find books with pictures depicting the way of life of Native Americans in the region along the Ohio and Mississippi Rivers.
- (3) The student will listen to a peer reading a book about how the Native Americans settled along the rivers of this region.
- (4) The student and a peer will research the names of the groups of Native Americans that settled in our region at the library and on the Internet
- (5) The student will participate in a dramatic presentation depicting the way of life of the Native Americans that lived along the Kentucky rivers.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

- (1) The student will read from an illustrated book about Native Americans in this region. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47, #48}
- (2) The student will share Indian artifacts that he and his brothers had found in their cornfield and make a presentation to classmates. [TARGETED SKILLS; communication skills, social skills] {COACH: COMMUNICATION#8, #10, #11}
- (3) The student will hold and display the Indian artifact as a peer makes a presentation. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION#7, #10; SELECTED ACADEMICS #42}
- (4)
- (5)

EXAMPLE FOR HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.19: Students recognize the geographic interactions between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Students will study the impact of Kentucky's geography on decisions to create man-made lakes. They will also the impact of these lakes on the distribution of population, economies of the surrounding areas, the production of electricity, the availability of water, and the ecology of Kentucky.

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The students will visit the parks overlooking one of the man-made lakes and take photo of the dam, geography and rock formations of the area.
- (2) The student and a peer will find maps from prior to damming of the river and compare old and new geographic features.
- (3) The student and a peer will make a replica of one of the man-made lakes and it's surrounding areas and communities using clay or other media.
- (4) The student and a group of peers will visit the dam at one of the man-made lakes and to learn how power is generated for the region.
- (5) The student will participate in a demonstration of the way running water can generate electricity researched and developed by a group of peers.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

- (1) The student will participate in a hike along the trail of a recreational area containing one of the man-made lakes. [TARGETED SKILLS: motor skills, critical community activity, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #19, #20; LEISURE/RECREATION #40; COMMUNITY #73}
- (2) Accepts assistance when using restroom facilities at the park. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical domestic activity] {COACH: COMMUNICATION #2, #3, #7; SOCIALIZATION #14, #17, #19, #20, #22; PERSONAL MANAGEMENT #28, #29, #30}
- (3) Follows the instructions of peers when creating a model of the lake using clay on a piece of poster material. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: COMMUNICATION #7, SOCIALIZATION #18, #19, #20, #23, #24}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

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

The student will:

- (1) Locate her seat within the classroom independently.
- (2) Upon request, locate the school secretary's desk to deliver the attendance report.
- (3) Give a peer accurate directions to the women's restroom.
- (4) State the name of the street on which she lives
- (5) Participate as a member of a small group to create a floor plan/map of their classroom.
- (6) Use the words beside, in front of, and behind to describe the location of various classmates as they sit in their desks.
- (7) Upon request, stand behind a given individual in a line.
- (8) Locate Kentucky on a map of the United States of America.
- (9) Assemble a puzzle of the 50 states of the United States of America.
- (10) Find four cities on the Ohio River, on a map of Kentucky
- (11) Locate rural communities and urban centers on a map of Kentucky.
- (12) Explain why early settlers established settlements at Boonesboro, Louisville, Owensboro, Paducah, and other river towns.
- (13) Research the locations of the earliest Native American settlements in Kentucky with a group of classmates.
- (14) Explore the impact of geography on the on the development of the bourbon industry in Kentucky with a group of classmates.
- (15) Interview individuals in the tobacco to find out why tobacco has been a successful crop in Kentucky.
- (16)
- (17)
- (18)
- (19)
- (20)

COACH* Activities within this Academic Expectation:

COACH: SELECTED ACADEMICS: #44; Differentials/discriminates between various things.

* 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.