

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.20: Students recognize continuity in historical events, conditions, trends and issues in order to make decisions for a better future.

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

Students will research and find illustrations and pictures of past and present automobiles and draw illustrations of their predictions for future automobile styles.

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

- (1) The student will take a Polaroid photograph of a variety of new and antique automobiles.
- (2) The student will copy illustrations or photographs of automobiles of the past, present and future.
- (3) The student will work with a group of peers to construct a model of an automobile of the past and future out of cardboard boxes – cardboard – and tape.
- (4) The student will take a ride in an antique car owned by a community volunteer.
- (5) Shown pictures, the student will state “old car” or “new car” or “future car.”
- (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 write the year, make and model of a car he has photographed. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #49}
- (2) The student will use tempera paint to add to a cardboard model of car. [TARGETED SKILLS: communication skill, social skills, motor skills] {COACH: SELECTED ACADEMICS #42, #44, #46}
- (3) The student will independently use the appropriate restroom when visiting an automobile dealership. [TARGETED SKILLS: communication skills, social skills, critical domestic activity, critical community activity] {COACH: COMMUNICATION #3; SOCIALIZATION #17, #18, #19; PERSONAL MANAGEMENT #28, #29, #30}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.20: Students recognize continuity in historical events, conditions, trends and issues in order to make decisions for a better future.

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

Students will research the history of the underground railroad in Kentucky. Students will write and perform a play based on historical events, individuals or places in Kentucky's role in the underground railroad.

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

- (1) Given an illustration of individuals involved in the daily life of slavery, the student will verbally explain the nature of slavery in the South.
- (2) The student will attend to a video depicting the nature of slavery in the South.
- (3) The student will verbally describe what it means to be "free."
- (4) The student will participate in a small group by painting the background depicting the nature of the slave quarters.
- (5) The child will attend to a peer reading Amos Fortune, Free Man and answer yes/no questions about each chapter.
- (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 state his lines in the play. [TARGETED SKILLS: communication skills, social skills] COACH: COMMUNICATION #7, #8}
- (2) The student will request assistance in an appropriate manner when painting the background scenery. [TARGETED SKILLS: communication skills, social skills, behavior skills] {COACH: COMMUNICATION #3; SOCIALIZATION #18}
- (3) The student will assist peers in constructing wooden supports for scenery. [TARGETED SKILLS: social skills, behavior skills, motor skills, critical recreation/leisure activity. Critical vocational activity] {COACH: SOCIALIZATION #20,,; LEISURE/RECREATION #40; SELECTED ACADEMICS #42, #44, #45, #46; VOCATIONAL #62}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.20: Students recognize continuity in historical events, conditions, trends and issues in order to make decisions for a better future.

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

Students will read Undaunted Courage and participate in daily discussion on the progress of the expedition, historical impact, geographic implications, economic factors and the dynamics of leadership and decision-making by Lewis & Clark and the representation of the Native Americans' interests.

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 an oral presentation on Sacagawea based on a series of captioned illustrations that a peer assisted her in researching and preparing.
- (2) The student will assist a group of peers in preparing a map of the progress of the expeditions.
- (3) The student and a peer will find portraits of Lewis, Clark, Jefferson and Sacagawea to post in the classroom.
- (4) Upon request, the student will locate important locations on a map depicting the progress of the expedition (e.g., St. Louis, The Missouri River, the Rocky Mountains).
- (5) The student will create a journal of drawing of various birds and other animals discovered and documented along the path of the expedition.
- (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 attend to a presentation by peers of key events of the expedition. [TARGETED SKILLS: social skills, behavior skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #43, #44}
- (2) The student reads a narrative depicting an event of the expedition written by a peer at his reading level. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #47, #48}
- (3) The student writes a story about an event depicted in the book. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47, #50}
- (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 Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Use the ASL signs for “now,” “future” and “past” appropriately.
- (2) Use picture symbols for today, yesterday and tomorrow to answer questions related to her schedule of school events.
- (3) Attend to her grandfather telling stories about his role in World War II.
- (4) Place photographs of herself at various ages participating in school and family events into chronological order.
- (5) Answer questions regarding a historical fiction account of the early life of Abraham Lincoln in Kentucky read to her by a peer.
- (6) Point to picture symbols “new” or “old” to express time placement of a series of photographs depicting dress, transportation, communication, technology and housing.
- (7) Relate to a description of a past event (e.g., trip, birthday) verbally.
- (8) Choose and identify photographs of herself at different ages from a set of photographs including herself and familiar and unfamiliar individuals.
- (9) Participate in personal future-planning by making choices about preferences for future employment.
- (10) Make a list of skills she will need to live independently in her own apartment when leaving school.
- (11) Use a tangible symbol schedule to plan activities for the afternoon.
- (12) Work with a group of peers to create a scrap book of newspaper clippings and copies of articles relating to the Kentucky Derby over the last 50 years.
- (13) Cooperate with a group of peers creating a mural representing a historical event.
- (14) Play a role in costume depicting the events of the first Thanksgiving.
- (15) Assist in the creation of scenery and props and costumes for the class production relating to the Boston Tea Party with a group of peers.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are Using COACH-2*, the Following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #44, Differentiates/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.