

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.

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

Native Americans in the Northwestern United States make totem poles that represent significant aspects of their lives spirituality, ancestors, and important aspects of their lives. Each elementary will be asked to draw their own personal totem that represents key aspects of their life and values.

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

- (1) The student will draw representations of key persons in his life into his totem.
- (2) The student will verbally identify some of his hobbies, pets, or favorite things to incorporate into his totem.
- (3) The student will define the word "ancestor" and identify his grandparents by name.
- (4) The student will verbally describe the different representations within his totem to a group of peers.
- (5) The student will define the different representations in his totem as "present in his life today," "from the past," or "predictions of the future."
- (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 complement the totem drawn by a peer. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11; SOCIALIZATION #13}
- (2) The student will ask a peer questions about the peer's totem. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #12; SOCIALIZATION #14}
- (3) The student will write his name on his drawing of his totem. [TARGETED SKILLS: functional academic, critical school activity] {COACH: PERSONAL MANAGEMENT #32; SELECTED ACADEMICS #47, #49}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.

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

Research to find lists of the most influential women of the 20th century and create plays depicting how they were perceived at the time in which they lived and how they are perceived from the perspective of the beginning of the 21st century.

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 use the Internet with a peer to access a list of the 100 most influential women of the 20th century.
- (2) The student, as a member of a small group, will be part of the choice-making process to determine one or more influential women to have represented in their production.
- (3) The student and a peer will research the life of the influential woman at the library and bring books and reference material to the group.
- (4) The student will have a role in the play depicting the role of the woman in her era and the long-term impact of her life and actions.
- (5) The student will verbally describe the significance of the life and actions of the woman chosen by their group.
- (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) At the library the student will turn the pages of a reference book with the guidance of a peer to find relevant information. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #41, #42, #44, #46}
- (2) The student will find the printed name of the influential woman in the text when given a printed model. [TARGETED SKILLS: communication skill, functional academic skill] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #41, #42, #44, #46, #47}
- (3) The student will read about the woman's life from an illustrated book at the elementary level and share the illustrations with his group. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7, #8, #9, #11; SELECTED ACADEMICS #47, #48}
- (4)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.

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

Consider the art and artists in Europe during the Renaissance and how they portrayed and reflected the religion, elite culture and common daily life of the era of the Renaissance. Develop a mural of representation mural/display of artwork of the era and its representation of the differing ways of life within the era. Juxtapose that mural with one of present day artwork/advertisements and how honestly it represents the religious, elite and common culture of today in the US.

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

- (1) Shown a print of a painting of the Renaissance the student will state "rich people," "poor people," or "Church picture."
- (2) The student will verbally express an understanding that these prints are painting of people who lived over 100 years ago.
- (3) The student and a peer will view a popular magazine and discuss how it represents the lives of people living today.
- (4) The student will draw a picture that clearly represents events of the present.
- (5) The student will meaningfully answer the question, "Why are there no cars in the pictures from a long time ago?"
- (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 answer questions about the content of the Renaissance picture (e.g., "Where is the man going?") [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #10; SOCIALIZATION #15; SELECTED ACADEMICS #41, #42, #43, #44}
- (2) The student will look up and view the print for at least 3 seconds when ask by a peer to "Look at this picture." [TARGETED SKILLS communication skills, social skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #43}
- (3) The student will point to a particular object in a picture when given a specific direction (e.g., "Point to the house.") [TARGETED SKILLS communication skills, social skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #43}
- (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) Draw a picture depicting activities within his life experience.
- (2) Draw a picture depicting events or objects that existed in the past.
- (3) Listen and respond to Hard Rock music and Baroque music and express a preference.
- (4) Attend to a portion of a Shakespearean play put on by a traveling repertory theater group.
- (5) Attend to a play about contemporary issues confronting teens.
- (6) Correctly answer the question, "Did that play show the present time or times many years ago?", after viewing a Shakespearean play.
- (7) Answer the questions, "Which one was painted with a paint brush by an artist?" and "Which one was taken with a camera by a photographer?" when shown a photograph and a painting,
- (8) Describe a painting verbally and make an effort to place the painting into historical perspective – distant past, recent past, present.
- (9) Respond to peers dancing to current music.
- (10) Attend and respond to a production of Handel's Messiah.
- (11) Participate in a modern dance production choreographed to modern classical music by a peer.
- (12) Visit an exhibition of modern art with a group of peers.
- (13) Visit an exhibition of Native American artifacts from the Ohio Valley region.
- (14) Visit an old church and view the elaborate art work, sculpture and glasswork.
- (15) Discriminate between reality and fantasy in illustration in a book or magazine.
- (16)
- (17)
- (18)
- (19)
- (20)

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

SELECTED ACADEMICS #43, Explores surroundings; #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.