

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.26: Students recognize differences and commonalities in the human experience through their productions, performances, or interpretations.

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

Students will attend a play put on by students at Kentucky School for the Deaf will present a play depicting the experience of being deaf and the differences that they see between the deaf culture and the hearing culture. Students from KSD will meet with elementary students after the production to answer questions about the presentation and about the deaf and hearing cultures.

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

- (1) The student will communicate with the student from KSD through an interpreter and ask questions about feeling and emotions related to being and individual who is deaf.
- (2) The student will verbally express the understanding that deaf means that one cannot hear and receive communication through vision.
- (3) The student will ask the KSD student why he likes going to a residential school for the deaf.
- (4) The student will learn the sign for "happy from the student from KSD.
- (5) The student will ask questions relating to why some students with disabilities want to be included in regular classes and others choose a school like KSD.
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- (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 verbally greet the students from KSD. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #17}
- (2) The student will attend to the presentation and hold her head up for most of the production. [TARGETED SKILLS social skills, behavior skills, motor skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #13, #18; LEISURE/RECREATION #39; SELECTED ACADEMICS #41}
- (3) The student will serve cookies and punch to the performers. {TARGETED SKILLS: social skills, critical domestic activity] {COACH: SOCIALIZATION: #13, #14, #17, #19, #20; SELECTED ACADEMICS #42}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.26: Students recognize differences and commonalities in the human experience through their productions, performances, or interpretations.

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

The students will plan a series of performances and presentations on African American/Black culture in heritage in January to correspond with the celebration of Kwanza , a celebration which occurs during the Winter holiday break. Students will arrange for dancers, musicians, artists, storytellers and actors to present different perspectives on Black culture and heritage.

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

- (1) Student will dictate an essay expressing what he learned about Black culture from the presenters.
- (2) The student will write a thank you note to each group of presenter sharing what he enjoyed about the experience.
- (3) The student will sign "more" to encourage a dance presentation to continue.
- (4) The student will draw a picture illustrating the story told about African heritage and culture by the African-American storyteller.
- (5) In response to questions, the student will express how people can be the same and different at the same time.
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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) With the assistance of a peer, the student will copy the essay he dictated to a peer using an adapted computer keyboard. [TARGETED SKILLS: social skills, functional academic skills, motor skills, critical school activity] {COACH:#19, SELECTED ACADEMICS #42, #44, #46, #47, #55}
- (2) The student will greet the presenters in the office and walk them to the classroom. [TARGETED SKILLS: communication skills, social skills, critical school activity] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14, #15, #17, #18, #20; PERSONAL MANAGEMENT #35}
- (3) The student will take photographs of each presenter and create a pictorial entry with captions for his portfolio. [TARGETED SKILLS: functional academic skill, critical recreation/leisure activity; critical school activity] {COACH: LEISURE/RECREATION #40; SELECTED ACADEMICS #42, \$43, #44, #45, #46, #47, #49}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.26: Students recognize differences and commonalities in the human experience through their productions, performances, or interpretations.

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

Students view a video of various groups of teens discussing their feelings about, dating, social interactions, spirituality, church, friendship, peer pressures, smoking, drinking, drugs, and sex. Then small groups of students will develop videos addressing similarities and differences between what they heard and saw in the professionally produced videos and what they are experiences in their school, their homes, and their community.

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 discussions with peers about the professionally produced video on teen issues and how well it represents their feelings and experiences
- (2) With a small group of peers the student will express what about being a teen make her uncomfortable.
- (3) The student will write a narrative about the great aspects of being a teen.
- (4) The student will write a poem about friends and friendship.
- (5) The student will call a peer in the evening to discuss teen issues, friendships, etc.

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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 operate a VCR to show the video his group developed. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: LEISURE/RECREATION ##37, #39; SELECTED ACADEMICS #42, #44, #46, #47}
- (2) The student and a peer will mix video with popular music to portray feeling and emotions on their video. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: LEISURE/RECREATION ##37, #39; SELECTED ACADEMICS #42, #44, #46, #47}
- (3) The student and a peer will purchase a blank video at KMart. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical community activity] {COACH: COMMUNICATION #2, #3, #4; SOCIALIZATION #13, #19, #20; SELECTED ACADEMICS #41, #42, #43, #45. #46, #47, #48 #51; COMMUNITY #73, #76}

(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) Make critical comments about a play reflecting upon the events of the US civil rights movement.
- (2) Create a collage from magazines which reflect upon a presentation of a modern jazz ensemble.
- (3) Comments verbally on his perceptions of Kentucky bluegrass music.
- (4) Create one square for a Kentucky heritage quilt.
- (5) Create a reflective water coloring while listening to Native American flute music.
- (6) Create a collage with a group of peers that reflect the heritage of their rural community.
- (7) Participate in a discussion on how the dress and jewelry of teens reflect on their culture and priorities.
- (8) Participate in a discussion with peers of what music best represents the feelings and emotion of local teens.
- (9) Meet with adults from another culture to discuss their perceptions of the students' community and culture.
- (10) Draw illustrations of teen dress in his school.
- (11) Participate in a group to choreograph and perform a dance representing teen values.
- (12) Observe a performance of folk dancers.
- (13) Attend a presentation of an African American modern dance troupe.
- (14) Create a musical/audio collage that portrays the sounds and emotions of the high school community.
- (15) Listen to current pop/rock recording and comment upon its reflection of American young adult culture.
- (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.