

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.27: Students complete tasks, make presentations, and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.

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

In studying the winter holidays students will learn a variety of phrases, carols, and songs representing the various holidays, observances, cultures, national traditions, and religious observances

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

- (1) The student will use computer card-making software to create various holiday celebration cards with messages in various languages reflecting different holidays, cultures, nations, observances, and religions.
- (2) The student will use American Sign Language or Signed Exact English to sign along with peers as they sing winter or winter holiday songs or carols.
- (3) The student will attend to a recording of winter or winter holiday songs in a language other than English.
- (4) The student will learn to say "Peace on Earth" in three different languages.
- (5) The student will sign "Happy New Year."
- (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 his name on a holiday card to send to his grandparents. [TARGETED SKILLS: functional academic skills, critical school activity] {COACH: PERSONAL MANAGEMENT #32; SELECTED ACADEMICS #49}
- (2) The student will use an adapted switch to turn on a CD player to play a multi/national/multi-cultural song or carols. [TARGETED SKILLS communication skill] {COACH: COMMUNICATION #1, SELECTED ACADEMICS #41, #42, #46}
- (3) The child will respond to peers singing winter holiday songs by changing behavior, activity level, or facial expression. [TARGETED SKILLS" communication skills, social skills] {COACH: SOCIALIZATION #13, SELECTED ACADEMICS #41}
- (4)
- (5)

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.27: Students complete tasks, make presentations, and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.

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

Students will create wordless skits/plays that use body language, gestures, and/or American Sign Language with props and scenery to tell a story representing children from around the world living in friendship.

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

- (1) The student will express happiness through a change in activity, body language, facial expression, or sign.
- (2) Given an action word (verb), the student will pantomime the action so peers can identify the action.
- (3) The student will observe the pantomime of a peer and identify the emotion, situation or experience.
- (4) The student will participate as a member of the cast presenting a wordless play.
- (5) The student will observe the wordless play presented by a group of peers and explain the theme, action, or story presented by his peers.
- (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 sit with his head erect to attend to the wordless presentation by peers. [TARGETED SKILLS: motor skills, communication skills, social skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #13; LEISURE/RECREATION #39; SELECTED ACADEMICS #41}
- (2) The student follows directions and assists a group a peers in preparing the scenery for their production. [TARGETED SKILLS, communication skills, social skills, functional academic skills, critical recreation/leisure activity, critical vocational activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #19, #20; LEISURE/RECREATION #40, SELECTED ACADEMICS #41, #42, #44, #46; VOCATIONAL #82}
- (3) Put on the costume for his part in the play with no more than verbal and gestural prompts. [TARGETED SKILLS; communication skills. Social skills, critical domestic activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19;PERSONAL MANAGEMENT #28}
- (4)
- (5)

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.27: Students complete tasks, make presentations, and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.

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

Groups of students will be given an extended passage from literature in a foreign language unknown to all students in the class. Students will be given an English-foreign language translators dictionary and asked to work as a group to develop their best translation of the passage. Students will not only be asked to translate the passage but also keep anecdotal records of the questions and discussions that arise during their efforts to translate without knowing the grammar, syntax or idioms of the foreign language. Does the process get easier or more difficult as they gain experience with the language. What are they learning about the grammar, syntax, and idioms of English?

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

- (1) The student will locate a foreign word in the foreign language-English dictionary.
- (2) The student will state whether the word identified is a subject verb, or object.
- (3) The student and peers will record how they determine how modifiers, adjectives and adverbs, are associated with their appropriate word.
- (4) The student will identify a common word (i.e., preposition "in" or "and") and locate it in a number of places in the passage
- (6) Peers will teach the student to say a common word in the foreign language.
- (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 pairs of words in the appropriate columns (English word – Foreign Language word) on a worksheet. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #7, SOCIALIZATION #7, SELECTED ACADEMICS #42, #44, #49}
- (2) The student will use her communication system to choose from a number of encouraging and fun comments to support her peers' efforts. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #9; SOCIALIZATION #13, #20}
- (3) The student will attend to the activity of the group and demonstrate appropriate behavior and team participation. [TARGETED SKILLS: social skills, critical school activity] {COACH: SOCIALIZATION #13, #17, #18; SCHOOL #65}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.27: Students complete tasks, make presentations, and create models that demonstrate awareness of the diversity of forms, structures, and concepts across languages and how they may interrelate.

**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) Say "Happy Birthday " in Spanish.
- (2) Sing a familiar children's song in French.
- (3) Use ASL to communicate a greeting.
- (4) Watch a video in a foreign language and, based upon the actions, tell something about the activity or dialogue.
- (5) Verbally express the understanding that individuals in different countries do not always speak English and that the same message can be expressed in many different languages.
- (6) Create animal picture-symbols with foreign language written words, using the foreign language potential of the Boardmaker program from Mayer-Johnson,
- (7) Create a poster with picture symbols defining "in," "on" and "under" in a foreign language using the Boardmaker program from Mayer-Johnson,
- (8) Learn to say "I love you" in five different languages.
- (9) Create comic strips using a foreign language captions.
- (10) Watch and review foreign language advertisements for familiar items or businesses.
- (11) Review the operating instructions for an electronic devise in multiple languages to see if they can make hypotheses about the grammar and syntax of the foreign language.
- (11) Attend to a presentation of a Chinese calligrapher teaching students the art of Chinese graphic symbols.
- (12) Interview an individual from another country to learn about the difficulty in learning English idioms.
- (13) Make a list of English idioms that might be difficult to explain to someone not familiar with English.
- (14) Interview and individual who is bilingual about his blending of two languages in thought and speech.
- (15) Learn to identify the language in which a peer is stating "Peace on Earth".
- (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, 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.