

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.28: Students understand and communicate in a second language.

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

Student will create a classroom display in which the words for numerals 1 through 10 are stated in eight different languages. Along with the bulletin board display students will learn to count orally in each of the languages. Adults from the different countries will come to class to assist students with accurate pronunciation.

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

- (1) The student will count 1, 2, 3, in three different languages.
- (2) The student will count 1 – 10 in two languages.
- (3) Shown a numeral from 1 – 5, the student will name the numeral in Spanish.
- (4) Given a numeral 1 – 3 in German the student will write the proper numeral.
- (5) The student will attend to peers counting from 1 – 10 in Japanese.
- (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 make a set of flash cards with numerals one through ten. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7, SELECTED ACADEMICS #47, #49}
- (2) Given a model the student will use an adapted computer keyboard to type the name of each language studied by the class. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #43, #44, #45, #46, #47, #55}
- (3) The student will assist the moderator in a class activity where members of teams of peers must accurately respond when the student holds up a numeral card and a language card and asks the peer to "Say the number." [TARGETED SKILLS: communication skills, social skills, functional academic skills, motor skills] {COACH: COMMUNICATION #7, #12; SOCIALIZATION #14, #19, #20; SELECTED ACADEMICS #42, #43, #44}

(4)

(5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.28: Students understand and communicate in a second language.

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

Students will plan a Mexican fiesta, develop a menu, use Spanish language recipe books, prepare the food, and create a Mexican atmosphere with artwork and Spanish language student-made notices, signs, and advertisements.

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 word processing programs to create signs for the restrooms, doors, fire exits etc.
- (2) The student will use PrintShop with an adapted keyboard to copy Spanish words to create banners for the classroom.
- (3) The student and a peer fluent in Spanish will translate the recipe for guacamole and the student and a peer will write the translation in English.
- (4) The student and a peer will go to the Music store at the Mall to find pop/rock Spanish language recordings.
- (5) The student will use a Spanish-English dictionary and find the Spanish words for beef, cheese, tomatoes, onions, butter, flour, milk, eggs, water, corn and write them in manuscript adjacent to the English word.
- (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 peel and cut tomatoes and onions for salsa, [TARGETED SKILLS: critical domestic activity] {COACH: HOME #60}
- (2) The student will assist a parent volunteer in making tortillas. [TARGETED SKILLS: critical domestic activity] {COACH: HOME #60}
- (3) The student and a peer will set the tables in the classroom for the Mexican meal. [TARGETED SKILLS: critical domestic activity] {COACH: HOME #61}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.28: Students understand and communicate in a second language.

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

Student will learn to construct and translate Chinese symbols from an master in Chinese calligraphy. Students will copy the Chinese representation and then draw illustrations of the concept or entity described in the Chinese symbol, for example, harmony, swan, butterfly. Students will not only learn to write symbols but also pronounce the Chinese words

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

- (1) The student will copy a symbol painted by the calligrapher,
- (2) Students will attend to a conversation between two Chinese-speaking individuals and verbally express that although Chinese sounds different from English it is a meaningful way for individuals to communicate.
- (3) The student will make a verbal approximation of the Chinese for "I am hungry."
- (4) The student will learn to count from one to five in Chinese.
- (5) The student will learn to clearly state the greetings, "Hello" and "Good-bye," in Chinese.
- (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 assist a group of peers in cleaning the art room after working with black paint and brushes. [TARGETED SKILLS: communication skills, social skills, critical vocational activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; VOCATIONAL #81}
- (2) Will visit a Chinese restaurant with his classmates and order Chinese food. [TARGETED SKILLS: communication skills, social skills, critical community activity] {COACH: COMMUNICATION #3, #^; SOCIALIZATION #13, #19, #20; PERSONAL MANAGEMENT #27; COMMUNITY #74}
- (3) The student will attend and respond to a recording of Chinese popular music. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity] {COACH: COMMUNICATION #1,; SOCIALIZATION #13; SELECTED ACADEMICS #41}
- (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 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) Respond appropriately to the universal symbols and enter the appropriate restroom in the restaurant.
- (2) Count 1 – 10 in Spanish.
- (3) Greet an individual in Spanish.
- (4) Attend to a children's song sung in French.
- (5) Sign, "help, please."
- (6) Respond appropriately to the sign "Stop!"
- (7) Verbally express the concepts that many different languages are used to communicate in the United States and throughout the world.
- (8) Sing a children's song in Spanish with a Spanish-speaking peer.
- (9) Copy the numeral words and the appropriate numeral in Spanish.
- (10) Order a meal that he enjoys in a Mexican restaurant.
- (11) Order a meal that she enjoys in a Chinese restaurant.
- (12) Write the word, "Love" in Greek on a birthday card to his grandmother from Greece.
- (13) Sign in ASL as a peer sings Christmas carol.
- (14) Sing a lullaby in French with a peer.
- (15) Demonstrate respect and acceptance for individuals speaking in a language other than English.
- (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.