

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2:3 Students identify and describe systems, subsystems, and their components and their interactions by completing tasks and or completing products.

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

The students will create and manage an assembly line for creating and packaging holiday to-from tags using construction paper, ribbon, markers, glitter, and potato printing techniques. The student will package and label the tags for sale at the Holiday Bazaar.

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 list and gather all the necessary materials from the store, the art storage closet, or the classroom.
- (2) While peers are working on the assembly line process, the student will place the correct line drawing depicting the appropriate activity at the correct work station.
- (3) The student will complete the task at three different work stations.
- (4) Given the supplies needed at a particular work station on the assembly line (i.e., carved potato, pieces of ribbon, plastic bags) the student will take the supplies to the appropriate work station.
- (5) When observing the activity at a work station, will verbally describe the activity.
- (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 chooses between three messages on a verbal output communication board to encourage and praise the work of her peers. [TARGETED SKILLS: motor skills, communication skills, social skills] { COACH: COMMUNICATION #1, #11: SOCIALIZATION #13}
- (2) Write the words "TO" and "FROM" on the tag. [TARGETED SKILLS: motor skills, functional academic skill, critical vocational activity] {COACH: APPLIED ACADEMICS #42; SCHOOL # 61, #62; VOCATIONAL #75}
- (3) The student will use a jig to put eight tags per bag. [TARGETED SKILLS: motor skills, functional academic skill, critical vocational activity] {COACH: APPLIED ACADEMICS #45; SCHOOL # 61, #62; VOCATIONAL #75}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2:3 Students identify and describe systems, subsystems, and their components and their interactions by completing tasks and or completing products.

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

The student will study and explore the community bus system - the routes, handicapped accessibility, access to potential employers, access to community recreation, access to medical and dental services, access to community services, etc.

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

- (1) The student will travel one complete bus route with a peer and then return to school and mark the route on a community map in the classroom.
- (2) The student will choose the card that matches the route number and name in the front of the bus from three options.
- (3) A small group of students will locate the bus stops nearest the school, nearest the public library, and nearest the mall.
- (4) The student will meet the community bus at the bus stop nearest his home and write down the number and name of the bus.
- (5) Given a worksheet with logos and/or picture symbols for various stores, fast food restaurants, and recreational sites; the student and a peer will circle the establishments that they view out the window along a given bus route.
- (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 match his cue card to the sign on the bus before entering the bus. [TARGETED SKILLS functional academic skill. critical community activity] {COACH: APPLIED ACADEMICS #40}
- (2) The student will greet the bus driver, upon entering the bus. [TARGETED SKILLS: communication skills, socialization skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13}
- (3) The student will ask the driver to assist him in getting off at the appropriate intersection by showing the driver his card with the designated intersection. [TARGETED SKILLS: communication skills, critical community activity] {COACH: #3; COMMUNITY #67}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2:3 Students identify and describe systems, subsystems, and their components and their interactions by completing tasks and or completing products.

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

Students will study the structure and workings of their local government. They will create an organizational chart, interview leaders, attend meeting, and describe how money is spent and decisions are made.

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

- (1) The student will operate a switch on a voice output communication system to ask a sequence of questions to interview a councilwoman.
- (2) The student will visit and photograph a city council meeting and verbally report what he saw to a group of peers.
- (3) The student and a peer will visit the fire station and determine how many individuals work there and how many different shifts.
- (4) The student will construct a chart with a small group of peers that lists the names of various community employees and their salaries.
- (5) A small group of students will visit the mayor's office and interview the mayor, her secretary, and the deputy mayor.
- (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 greet the city councilwoman, shake her hand, and introduce himself. [Targeted Skills, communication skills, social skills] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #16}
- (2) The student will make a list of the number of employees that work on each shift at the fire house and their titles. [TARGETED SKILLS: communication skills, functional academic skills, motor skills] {COACH: COMMUNICATION #10, APPLIED ACADEMICS #42}
- (3) The student will photograph a number of community workers on the job, have the photographs developed, and share the photographs with classmates. [TARGETED SKILLS: critical recreation/leisure activity, critical community skills, communication skills, social skills] {COACH: LEISURE/RECREATION #36, #38}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2:3 Students identify and describe systems, subsystems, and their components and their interactions by completing tasks and or completing products.

General Demonstrators of this Academic Expectation which May Be Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND NSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Complete all her steps in a partial participation task analysis for making a milkshake using a switch to turn on the blender.
- (2) Sequence a series of five photographs depicting the coal mining process.
- (3) With the assistance of a peer create a poster that illustrates the process of milk production and distribution for the cow to the grocery store.
- (4) Participate in a small group to construct an terrarium that contains a complete ecosystem for a tadpole and frog.
- (5) Participate in a small group to create a successful marble track.
- (6) Answer the question, "Tell me how you make the bicycle wheels go around?"
- (7) Verbally describes the process for making toast when given a series of picture cues.
- (8) Work with a peer to create a picture recipe for making a hotdog.
- (9) Create a sequence of picture cards on a ring that defines the sequence of her job making-up/cleaning hotel rooms.
- (10) Will answer yes/no questions regarding the sequence of events and the basic rules of the game, when watching a video of a football game with a peer,
- (11) Participate in various stations in an assembly line.
- (12) Participate in a small group in constructing a chart that documents the daily interaction of sky color, precipitation, clouds, and temperature.
- (13) Disassemble a toaster with a peer and discuss how the toaster works.
- (14) Ride a city bus on two different routes and keep a list of what was seen out the window.
- (15) Participate in the creation of a fresh water aquarium that includes plants, tropical fish, snails, scavengers, and a source of oxygen.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following 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.