

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

GOAL 2: Apply Core Concepts and Principals

Academic Expectation 2.5: Student understand the tendency of nature to remain constant or move toward a steady state in closed systems.

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

Students will conduct an experiment regarding which of a set of objects float and repeat the experiment on three different days to see if there are changes over time.

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

- (1) The student will complete a teacher-developed chart to document the properties of each object and the results of each trial.
- (2) On the third day the student will predict which items will float.
- (3) The student and a peer will find at least three objects outdoors that will float.
- (4) The student will purchase three different bars of soap (e.g., Ivory, Dial, Dove) and test if the float or sink.
- (5) The student will float a paper or plastic boat and predict how much weight (i.e., How many marbles, nails, nuts and bolts) will it hold before it begins sinking.
- (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 fill a container with warm water. [TARGETED SKILLS: motor skill, critical domestic activity] {COACH: HOME #57}
- (2) The student will use a complete sentence to state the result of placing each object in the water. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8}
- (3) Given a worksheet with a drawing of the container and the waterline the student will draw each item either on top of the water, or on the bottom of the container [TARGETED SKILLS: communication skills, functional academic skills, choice-making skills, motor skills] {COACH: COMMUNICATION # 2, #7, #9; SELECTED ACADEMICS #39; SCHOOL #62}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principals

Academic Expectation 2.5: Student understand the tendency of nature to remain constant or move toward a steady state in closed systems.

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

Discuss how to treat different wounds or burns. Observe a wound healing. Make illustrations daily to monitor healing process. Observe, research, and analyze the steps in the healing process.

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

- (1) The student will describe the healing process of a small wound.
- (2) The student will make daily illustrations of the healing process.
- (3) The student will open a "Band-Aid" and place it on a wound.
- (4) The student will wash a wound with soap, apply an antiseptic cream, and place a bandage on a wound.
- (5) Using a series of photographs depicting first aid procedures, the student will place the pictures in the appropriate order to describe the appropriate treatment of a scratch or scrape wound.

(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 locate the first aid supplies in his home. [TARGETED SKILLS: critical domestic activity] {COACH: PERSONAL MANAGEMENT #29}
- (2) The student will read the labels on different tube-like containers and choose the appropriate tube that contains the antiseptic. . [TARGETED SKILLS: functional academic skill, critical domestic activity] {COACH: SELECTED ACADEMICS #39, #40}
- (3) The student and a peer will purchase items found on a list of items needed for a first aid kit for the classroom. . [TARGETED SKILLS: critical community activity, critical domestic activity, functional academic skill] {COACH: COMMUNITY #67, #70; SELECTED ACADEMICS #39, #40}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principals

Academic Expectation 2.5: Student understand the tendency of nature to remain constant or move toward a steady state in closed systems.

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

Research and chart the history of flooding in one town on a Kentucky river or creek. Research the patterns of recurrence and ecological recovery.

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

- (1) Working with a peer, the student will search local newspapers and/or the Internet for information on past floods in the area.
- (2) The student will make a scrapbook of copies of photographs of the town at various stages of flooding.
- (3) The student will visit the river/creek with peers at least three times during the unit and report any changes in the river and its surroundings.
- (4) The student and peers will visit the river/creek during or immediately after a rain and draw pictures of the impact of the storm on the river and the banks.
- (5) On three occasions the student will visit the river/creek with peers and place a colored flag at the waterline.
- (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) Using preprogrammed questions on his electronic communication device, the student will interview residents about their memories of floods in the town. A peer will record the responses. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #10}
- (2) The student will operate a tape recorder to playback recorded interviews with residents. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: LEISURE/RECREATION #35}
- (3) The student will write the date and time on the flag to be used for marking the water level. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principals

Academic Expectation 2.5: Student understands the tendency of nature to remain constant or move toward a steady state in closed systems.

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

The student will:

- (1) States the sequence of the four seasons and how they relate to the typical school year.
- (2) Independently complete each step in a teacher developed vocational task analysis
- (3) State his routine for preparing for school
- (4) Tell how his family traditionally celebrates Christmas..
- (5) Follow rules in a playing a board game with a peer.
- (6) Choose appropriate clothing to wear based upon observing the weather report, checking the temperature and/or stepping outside.
- (7) Follow a bedtime routine.
- (8) Keep a chart of his weight. and predict what his weight will be.
- (9) Keep a chart of outbursts of anger and precipitating events and begin to recognize the onset of anger and self regulate.
- (10) Use a object as symbol schedule to predict next activity in his daily routine..
- (11) Mark calendar to keep record of her menstrual cycle and predict its reoccurrence
- (12) Demonstrate the understanding that pushing a specific picture symbol on her communication board the voice will result in an expected verbal message.
- (13) Independently perform the steps in a task analysis that results in the unlocking of her locker.
- (14) Find her way to her classroom by demonstrating the orientation mobility trailing skills and following tactile symbols located on the wall at critical points.
- (15) Places food in the proper storage location in the kitchen (e.g., freezer, refrigerator, breadbox, cabinet).
- (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.