

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.6: Students completed tasks or develop products which identify, describe, and direct evolutionary change which has occurred or is occurring around them.

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

Gather and study different examples of metamorphosis. Purchase tadpoles and document the change to process until they become adult frogs and then through the second generation of metamorphosis. Gather a variety of caterpillars and observe and document the changes from pupae, to caterpillar, from caterpillar to chrysalis, and from chrysalis to butterfly.

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

- (1) The student will listen to a primary level book about the life cycle of a frog and answer questions by pointing to the appropriate picture or portions of a picture.
- (2) The student will make a series of drawing of the changes as the tadpole becomes a frog.
- (3) Upon request he student will point to a picture of an egg, a caterpillar, a cocoon, and a butterfly.
- (4) Given pictures of various stages in the metamorphosis of frogs and butterflies the student will sort the pictures into two piles butterfly pictures and frog pictures.
- (5) The student will assist a peer in measuring the changes in the length of a tadpole's tail as it becomes a frog.
- (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 participate as a member of a small group chasing butterflies and catching them in nets.. [TARGETED SKILLS: communication skills, socialization skills, recreation/leisure activity] {COACH: SOCIALIZATION #12, #13, #18, #19, #21, #22; LEISURE/RECREATION #38}
- (2) The student will indicate his desire to continue the activity by vocalizing when asked, "Do you want to catch more butterflies?" [TARGETED SKILLS: communication skill] {COACH: COMMUNICATION #1, #9}
- (3) With the assistance of a peer the students will write a story about the butterfly hunt using software with picture symbols and word to express ideas and experiences. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: #2, #5, #7, #8, #9, #11; SOCIALIZATION #14, #18, #19, #22, #23}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.6: Students completed tasks or develop products which identify, describe, and direct evolutionary change which has occurred or is occurring around them.

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

The students will explore the process and impact of composting and prepare a brochure describing the procedures for composting, the process of decay, the advantages for the garden, and the ecological impact of composting. Student will begin a school-wide composting project.

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

- (1) Collect a sample from the center of the compost pile each month and examine it with a magnifying glass or microscope.
- (2) Spread compost on a school garden and hoe it into the soil to prepare a garden for spring planting.
- (3) Visit garden shops with a peer to locate a variety of composting containers for the home.
- (4) Research and draw examples of the organisms within the compost that assist in the process of decay and decomposition.
- (5) Upon request, identify various components of soil (e.g., leaves, clay, sand, rocks, pear moss, and loam) by pointing to an example of the material when named by a peer.
- (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 use a shovel to dig a hole with no more than verbal prompts. [TARGETED SKILLS: communication, motor, critical vocational skills] {COACH: COMMUNICATION #7; SOCIALIZATION #18; VOCATIONAL #75, #80}
- (2) The student will work with peers to fold brochures on the scored lines. [TARGETED SKILLS: communication, motor, critical vocational skills] {COACH: COMMUNICATION #7; SOCIALIZATION #18; VOCATIONAL #75, #80}
- (3) The student will write his name on a letter sent to a community representative about the class' finding about the value of composting. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #41}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.6: Students completed tasks or develop products which identify, describe, and direct evolutionary change which has occurred or is occurring around them.

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

Explore the evolution of tree growth in your county from the entry of the first settlers to the present explore the impact of trees on the economic growth, agricultural changes, and population growth of the county Discover the types of trees in your county, their distribution, and the value placed on trees by member of the community. What are the economic, ecological, historic, and aesthetic value of trees to the residents of your county? Use government documents, personal observations, newspaper reports and interviews with farmers, loggers, and miners to better understand the impact of trees on your county..

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

- (1) Find photographs of one tree in one location, such as a park, a school, the town square, and gather old photographs that include pictures of that tree through the years.
- (2) With the help of a peer the student will develop three questions to ask an individual who has been involved in the logging industry in your county for many years and then conduct the interview.
- (3) The student will contribute to a mural depicting a tree on school grounds in August, October, January, March, and June
- (4) With the assistance of a peer the student will take a photograph of a branch of a flowering-fruit bearing tree each week from bud, to blossom, to fruit.
- (5) The student will tie a piece of yarn around the stem of a leaf on a tree on the school grounds in the fall and document the changes in color, using drawings, photographs, and written descriptions.
- (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 clearly ask three questions in an interview format. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #10; SOCIALIZATION #13, #14, #15}
- (2) The student will use a camera to take a photograph. [TARGETED SKILLS: communication skills, motor skills, recreation/leisure activity] {COACH: COMMUNICATION #7; LEISURE/RECREATION #36, #38}
- (3) The student will choose between pictures, photographs, or picture symbols to answer questions about a trip into the county to observe trees. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #9; SELECTED ACADEMICS #39}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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General Demonstrators of this Academic Expectation which May Be 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) Point to a sequence of at least three picture symbols to request a change in his environment (i.e., subject, verb, object; e.g., I want potato chips.)
- (2) Follow the steps of a task analysis that results in the washing of dishes in a restaurant.
- (3) Verbally describe the changes in a tree from spring to winter.
- (4) Participate in a discussion on how to build and maintain a friendship.
- (5) Place photographs of himself in chronological order.
- (6) Participate in planning his transition from school to work.
- (7) Participate in a group that develops a timeline of the history of their community from the first settlers to the present.
- (8) Verbally demonstrate an understanding that babies grow to be children, teens, adults, and senior citizens.
- (9) Work with a peer to find a series of photographs depicting the changes in the community "square" over the last 100 years.
- (10) Walk through a farmer's field after a rain looking for Indian artifacts (e.g., arrowheads, implements, pottery).
- (11) Interview a grandparent or individual over 75 and discover their perspectives on the technological changes over the last 75 years.
- (12) Work with a peer to locate three computers used over the last 60 years and explain their evolution by sharing photographs, output, speed, and capabilities.
- (13) Demonstrate the ability to predict and solve the problem when a needed supply runs out (e.g., toilet paper, paper towels, toothpaste).
- (14) Verbally state and explain that might occur over time that might make an individual sad.
- (15) Interview a grandmother or someone over 75 using a preprogrammed voice output communication device to find out the changes in the meal she prepared and how meal preparation and eating habits have changed over the last 75 years.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

COMMUNICATION: #8, Describes events, objects, and so forth.

* 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. (5)