Introduction

Kentucky’s curriculum framework, Transformations, serves as the cornerstone for the creation of district and school curricula, instruction, and performance assessments that are unique. Curriculum is defined as “that which is experienced by the student” (Transformations, p.1) Curriculum development should occur at the local district and building level by building level teams, which include special educators, administrators, students, parents, and community representatives. By working collaboratively, these teams can develop the best ideas into instructional units that will enhance the learning of all Kentucky students. While Transformations represents a framework for all children, it does not explicitly state how children with diverse learning needs, in particular those with disabilities, will participate in many of the suggested demonstrators. TASKS: Teaching All Students in Kentucky Schools proposes to expand Transformations (1994) by providing demonstrators, activities, teaching, and assessment strategies for students with diverse learning needs.

This document is designed to:

• Spark ideas for including students with diverse learning needs or significant disabilities in the regular curriculum designed at the district or school level.

• Link the Learning Goals and Academic Expectations with strategies for individualizing and personalizing learning experiences.

• Support both regular and special education teachers in developing curriculum that is inclusive of all children.

• Differentiate between curriculum development and IEP development.

• Provide models for articulating the IEP within the context of meaningful learning experiences in real-life situations.

• Complement Transformations (1994) and the recently developed Program of Studies in providing a framework for curriculum development.
The following sections are included in TASKS:

1. A rationale for using Transformations (1994), the recently developed Program of Studies, and TASKS together.

2. A catalog of activities that expand each of Kentucky’s Academic Expectations and provide examples of age-appropriate curricular activities at the elementary, middle, and high school levels that address each of the expectations.


Using Transformations (1994) and TASKS Together

Because TASKS is grounded in Transformations (1994), an understanding of the terminology and its application to students with diverse learning needs becomes important if the document is to be used effectively. In Transformations (1994), each Academic Expectation has one or more pages that begin with Learning Goals and Academic Expectations (Learner Outcomes). Likewise, TASKS, includes the same Learner Goals and Academic Expectations. Figure 1 illustrates the relationship between Learning Goals and Academic Expectations.

Figure 1: Learning Goals and Academic Expectations

<table>
<thead>
<tr>
<th>GOAL 1: Using Basic Communication and Mathematics Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Expectation 1.1: Students will use research tools to locate sources of information and ideas relevant to a specific need or problem.</td>
</tr>
</tbody>
</table>

Demonstrators further define the Academic Expectation by indicating levels of student progress. These are arranged around appropriate elementary, middle, or high school activities. Figure 2 illustrates an example of the first demonstrator for Goal 1: Using Basic Communication and Mathematics Skills.
**Figure 2: Elementary Demonstrator**

<table>
<thead>
<tr>
<th>Elementary Demonstrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Manipulate objects to obtain information.</td>
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</tbody>
</table>

Most students with diverse learning needs can evidence this demonstrator, although they may need to use it in a functional context (e.g., use calendar box objects to identify the next activity). **TASKS** suggests other demonstrators and/or adaptations that may support students in evidencing this academic expectation. The example in Figure 3 provides an example of a demonstrator from **TASKS**.

**Figure 3: Demonstrator from TASKS**

<table>
<thead>
<tr>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a calendar box to determine which activity comes next by using objects to symbolize activities (e.g., a spoon represents lunch).</td>
</tr>
</tbody>
</table>

**TASKS** also aligns this Academic Expectation with activities and skills in **COACH**: Choosing Outcomes and Accommodations for Children: A guide to planning inclusive education (Giangreco, Cloninger, Iverson, 1998). These can be included as objectives in a student’s IEP. The examples in Figure 4 highlight a skill or activity from **COACH** (Giangreco et al., 1998).

**Figure 4: COACH Skills and Activities**

<table>
<thead>
<tr>
<th>COACH (1998) Skills and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Communication:</strong> Makes requests, Asks questions of others.</td>
</tr>
<tr>
<td>• <strong>Applied Academics:</strong> Reads to get information and/or follow instructions.</td>
</tr>
</tbody>
</table>

Transformations includes Learning Links for each of the Academic Expectations.
Learning Links are ideas and materials for making connections to real-life situations and other content areas. Learning Links for this Academic Expectation include such things as using catalogs, conducting interviews or surveys, reviewing budgets, or using an encyclopedia.

Transformations also includes sample Teaching/Assessment Strategies. Some of the strategies most applicable to students with diverse learning needs include: cooperative learning, community-based instruction, events/exhibitions, questioning, computers, whole language, and the writing process.

Transformations provides sample activities for each of the Core Concepts also known as Academic Expectations. Figure 5 shows sample activities at each grade level for Academic Expectation 1.1 that demonstrate the core concept.

**Figure 5: Grade of Academic Expectation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Watch a news broadcast on television and retell it for a student audience.</td>
</tr>
<tr>
<td>Middle</td>
<td>Investigate the reason behind a school rule by interviewing teachers, principal, parents, and students. Organize the information using a database. Videotape the results.</td>
</tr>
<tr>
<td>High School</td>
<td>Create a data-base of student support services in the community.</td>
</tr>
</tbody>
</table>

While some students with diverse learning needs may not be able to do these activities independently, they can participate by working in cooperative learning groups or focus on embedded skills. Partial participation refers to the assumption that a person has the right to participate in any and all activities to any extent possible. It further suggests that it is better for students with diverse learning needs to participate partially than to be denied access. For example, a student can participate in the instructional
unit on the solar system where the lesson for all learners is making a paper mache globe. S/he may be working on reach and grasp or focusing attention with the paper mache materials. In addition to reach and grasp, the student may also be working on appropriate social interaction skills such as turn-taking or complimenting others. Further, it is better for him/her to do selected parts of the activity than to not participate at all. TASKS highlights the variety of ways that students with diverse learning needs can participate in similar learning activities by demonstrating academic expectations, adapting to instructional needs, partially participating, and embedding basic skills or IEP goals into classroom routines.

**The Relationship between IEP and Curriculum**

Giangreco et al. (1992) provided an elegant articulation of IEP and curricular activities. These authors suggested that the IEP represents a prioritized set of skills and objectives that learners with diverse needs may need to accomplish. The IEP is “nested” into the regular curriculum content experienced by most learners and in the routine activities that are implicitly taught in the classroom. The implicit curriculum refers to the classroom and school routines experienced by most learners (e.g., locate the classroom, put away his/her coat, follow teacher instructions, locate desk, get out materials, walk in a line, etc.). The explicit curriculum represents those directly planned instructional activities such as: writing a personal story, reading about the solar system, or making a paper mache planet. The following figure illustrates the Giangreco et al. (1998) model.

**Figure 6: Giangreco et. Al (1998)**

<table>
<thead>
<tr>
<th>IEP Priorities</th>
<th>Curriculum</th>
<th>General Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Classroom Routines &amp; Activities</td>
<td>Personal Needs</td>
</tr>
<tr>
<td>Socialization</td>
<td>Reading</td>
<td>Physical Needs</td>
</tr>
<tr>
<td>Personal Management</td>
<td>Math</td>
<td>Teaching Others</td>
</tr>
<tr>
<td>Vocational</td>
<td>Social Studies</td>
<td>Sensory Needs</td>
</tr>
</tbody>
</table>

Science

Access & Opportunity
Some students with diverse needs will need individualized supports in order to access the curriculum. Supports as defined by Giangreco et. al (1998) are “those accommodations which must be done to or for the student” (p. 54). Supports allow the student to participate but should not be considered IEP Goals (e.g., personal and physical needs, teach others, sensory needs, access and opportunity needs, time limit extensions). This model illustrates the relationship of the IEP to the explicit curriculum and the implicit classroom routines. This concept of IEP development is also highly consistent with the 1997 Amendments in IDEA, which require an explanation on the IEP of how the student will participate in the regular curriculum.

Students with diverse learning needs can participate in regular curricular activities in one of four ways. Students may participate: 1) in curricular activities in the same way as other students, 2) in same activities but different level than other students, or 3) in the same activities but have different educational goals that are embedded into the classroom activities and routines, and 4) in different activities with different goals but related to the classroom activities. Figure 7 illustrates four different ways students with diverse learning needs may participate in the curriculum.

**Figure 7: Participation in General Education Activities**

<table>
<thead>
<tr>
<th>Same as Other Students</th>
<th>Same Activities Different Level</th>
<th>Same Activity Embedded Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch a video</td>
<td>Math: Identify numbers in a subtraction or multiplication lesson</td>
<td>Reach and grasp in an art lesson with paper-mache’</td>
</tr>
<tr>
<td>Listen to a story</td>
<td></td>
<td>Activate switch to make Charlotte’s web in a spin painter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Different Activity, Different Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase items for a class cooking activity</td>
</tr>
<tr>
<td>Use the public library to locate information about a class topic</td>
</tr>
</tbody>
</table>
IEP Goals, Learning Activities, Academic Expectations

The following illustration links the IEP and Curriculum with KY’s Academic Expectations. Taking Giangreco’s model (1998) one step further, the IEP and curriculum link directly to KY’s Academic Expectation in much the same way as IEP and curriculum come together. The IEP is “nested” within the curriculum; the curriculum in turn is drawn from the Academic Expectations. Figure 8 highlights the relationship among the three. This figure does not assume one-to-one correspondence between the activities and academic expectations; rather it simply lists those Academic Expectations that could be addressed. Furthermore, depending on the nature of the activities, more academic expectations may be addressed than are listed.

Figure 8: Relationship of IEP to Curriculum and Academic Expectations

<table>
<thead>
<tr>
<th>IEP Goal</th>
<th>Curriculum and Routines</th>
<th>Academic Expectations</th>
</tr>
</thead>
</table>
| Use Calendar Box to transition between activities | Arrival  
Class Meeting  
KY History Theme  
Language Arts/Journals | Patterns  
Constancy  
Accessing Information |

In this example, the IEP goal of using a calendar box (communication system) will be embedded within the curricular activities. The calendar box represents a support, in that it must be developed for the student. Using the calendar box represents the following Academic Expectations: patterns, constancy, and accessing information. The Academic Expectations represent the function of the calendar box as a way to predict events and access information. Using the calendar box within the context of daily routines adds Academic Expectations of patterns and constancy. The curricular activities themselves will have many Academic Expectations and will certainly include more than are listed in the example. Similarly, there will also be other IEP priorities that can be embedded throughout the classroom routines as well as in curricular activities as reading, math, and Kentucky Studies.
Summary

There is a direct relationship between IEP and curriculum development that links to Kentucky’s Academic Expectations. The IEP should represent a prioritized subset of the curriculum, including those basic skills, activities, and supports that are defined in a systematic way and are personalized for a particular student. Most of these goals can be taught within the context of the regular curriculum through classroom routines and activities. The Academic Expectations are met through the variety of experiences that directly relate to both the IEP and the curriculum experienced by most learners. TASKS is designed to assist regular and special education teachers in determining how learners with diverse needs will participate meaningfully in curricular activities designed from Transformations, the curriculum framework for all students.

References:


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

<table>
<thead>
<tr>
<th>Goal 2: Apply Core Concepts and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Expectation 2.22: Students create products and make presentations that convey concepts and feelings.</td>
</tr>
</tbody>
</table>

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

Students will create a series of watercolor illustrations of classical music which is played in class while they paint (Beethoven’s Fifth Symphony, Revel’s Bolero, Copeland’s Appalachian Spring).

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

1. The student will hold the paintbrush and paint a response to the music.
2. The student will cooperate with a group of classmates to create a bulletin board of their musical artwork.
3. The student will choose colors that a peer will use to create a painting.
4. The student will grasp a sponge and place the sponge in different colors of tempura paint, put into a muffin tin and create a painting on an easel.
5. With a velcro-adapted holder, the student will choose and hold a colored marker and create an illustration of the feelings expressed in the music.

C. Ideas for Providing Students 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 describe her artwork to a peer using sentences or phrases of at least 3 - 5 words. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8, #11}
2. The student will name the colors that he is using to illustrate the musical selection. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #8, #10}
3. The student will choose between two colors of paint. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #2, #10; SELECTED ACADEMICS #4 2, #44}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

Goal 1: Academic Expectation 2.22 (Production)

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

Students will create and test an art project for primary students that expresses the concept of accepting and/or acceptance of differences. They will then present the project to a class of primary students, assist students in implementing the projects, and create a display of the art project.

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

1. Create a poster that lists the materials needed to complete the art project.
2. Assist an individual child in completing the art project.
3. The child will create a model for the younger students to follow.
4. The student will assist a group of younger children to create a display of the artwork that expresses respect for diversity.
5. The student will verbally state the concept/idea that is to be expressed.
6. 
7. 
8. 
9. 
10. 

C. Ideas for Providing Students 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. Assist a team in cleaning and sweeping the art room after the activity. [TARGETED SKILLS: critical vocational activity] {COACH: VOCATIONAL #82}
2. Measure strips of construction paper need to construct a display of the students’ work. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #42, #44, #46, #51}
3. Using a voice output communication system, the student will make encouraging statements to younger students. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #11; SOCIALIZATION #15}
4. 
5. 
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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

Create a school-wide multi-media ad campaign supporting a prom without alcohol. The campaign can include original plays or skits, special events, video to be shown during lunch, rap or other original music, school newspaper ads, T-shirts, bumper stickers, posters, banners to be posted in the school and throughout the community.

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

1. The student will work with a peer to create a poster with a message that she created.
2. The student will depress a key on her pre-programmed electronic communication that repeats a slogan developed for the alcohol free campaign.
3. The student will participate in a skit on celebrating without alcohol.
4. The student will participate with cheer leaders in a cheer that expresses the theme of the prom activities.
5. The student will use the PRINTSHOP to create a banner for the school hallway.

C. Ideas for Providing Students 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 introduce the different performers at the school wide assembly kicking off the prom safety campaign. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11; SOCIALIZATION #14}
2. The student will deliver newspapers to each classroom after lunch. [TARGETED SKILLS: critical vocational skills] {COACH: VOCATIONAL #82}
3. The child will assist a peer in manning the booth in the lunchroom selling balloons with the prom logo. [TARGETED SKILLS: social skills, critical vocational activity] {COACH: SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44; VOCATIONAL #82}
MORE IDEAS AND EXAMPLES:

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.22: Students create products and make presentations that convey concepts and feelings.

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

The student will:
1. Create a multimedia collage about angry feelings.
2. Rub the side of a crayon on light weight paper set on top of various textured surfaces, household objects, or objects from nature (i.e., corrugated cardboard, a comb, a leaf).
3. Perform a simple folk dance.
4. Use a computer graphics program to create an artwork that expresses happiness.
5. Work with a small group of classmates to construct and paint scenery for a class production.
7. Help in constructing a mural using the mosaic art form and one inch pieces of multicolored construction paper that expresses fire and light.
8. Perform a song as a member of a class choir.
9. Choose a print of a master artwork to be displayed in her classroom.
10. Perform the role of the Big Bad Wolf in the class production of Three Little Pigs.
11. Fingerpaint while listening to classical music which expresses various emotions.
12. Operate an electric keyboard being asked to make “music” that expresses various.
13. Answer question whether singer is happy or sad when listening to various country songs.
14. The student will draw a happy and sad face.
15. The student will view a master painting at the art museum and state how it makes her feel – happy, sad, angry, frightened.

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

COMMUNICATION: #3, Makes requests; #9, Asks questions of others
APPLIED ACADEMICS: #40, Reads to get information and/or follow instructions; #44, Uses resource materials.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.23: Students analyze their own and others’ artistic products and performances.

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

Using famous works of art available in computer libraries or on the Internet, the students will download copies and create posters depicting various themes or critical analyses, such as studies of content of the artwork, the use of colors, the style or media, or the artist.

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

1. The student to download works of art in which blues and greens predominate and create a poster focused on the use of cool colors in classic artworks.
2. The student will listen to the presentations that peers make about their posters and the common themes in the artwork that they chose.
3. The student will operate a switch to activate a recording that she and a peer developed regarding her art poster.
4. The student will answer questions about a peer’s poster after listening to the peer describe his poster.
5. The student will make an oral presentation about the theme and content of his poster.

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 two hands at midline to paste and place items on her poster. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #45}
2. The student will use a mouse to capture, copy, and print an illustration from the screen of his computer. [TARGETED SKILLS: communication skills, motor skills, critical vocational activity, critical recreation leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20, #23; SELECTED ACADEMICS #42, #44, #45, #46, #55}
3. The student will verbally identify and point to the colors blue and green when artworks are viewed on the computer screen. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44, #55}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

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

Academic Expectation 2.23: Students analyze their own and others’ artistic products and performances.

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

One group of students will develop, produce, and perform in a production of Snow White and the Seven Dwarfs that would be appropriate for preschool audiences throughout the district. Another group will develop, produce, and perform in a production of Snow White and the Seven Dwarfs for audiences of senior citizens residing in senior center and nursing homes in their community. How would the two productions be similar? How might they be different in content, production? How might the dialogue differ? Upon completion of all performances, the two groups will discuss their experiences together.

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

1. The student will view both productions and verbally state three ways they differ.
2. The student will attend productions in the preschool and in the nursing home and state how the audiences reacted similarly or differently.
3. The student will state which scene in the presentation is his favorite scene.
4. The student will create an advertising poster for the preschool performance.
5. The student and a peer will write a description of their experiences with the two productions of Snow White and the Seven Dwarfs.

### 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 dress herself in the pants and shirt of her costume with assistance. **[TARGETED SKILLS: communication skills, motor skills, critical domestic activity] [COACH: COMMUNICATION #7; SOCIALIZATION #19; PERSONAL MANAGEMENT #28; SELECTED ACADEMICS #42, #44, #45, #46]**
2. The student will attend to the performances and show change in behavior and behavior state throughout the performance. **[TARGETED SKILLS: communication skills, social skills] [COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41, #42]**
3. The student will hand out programs, establish eye-contact, and smile to each senior prior to the performance at the nursing home. **[TARGETED SKILLS: communication skills, social skills, motor skills] [COACH: COMMUNICATION #6; SOCIALIZATION #13, #14, #17]**
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Expectation 2.23: Students analyze their own and others’ artistic products and performances.</td>
</tr>
</tbody>
</table>

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

Groups of students will create one minute teen issues awareness productions on the school TV or intercom systems using various types and styles of communication, music, or prose. Time will be spent during the homeroom period discussing the effectiveness of the mode, production, and message to determine the effectiveness in addressing the message, the aesthetics, and the humor of each production. The top three will be submitted to the TV and/or radio station for broadcast.

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

1. The student will participate presenting a rap approach to the message, Don’t drink and drive.
2. The student will assist a small group of peers in writing a country western musical spoof on the travails of being a teenage smoker.
3. The student will give thumbs up or thumbs down to a heavy metal production by peers addressing the ills of teen drug use.
4. The student will show a change in expression or activity in response to a peer’s rap production on the advantages and disadvantage of having a job in high school.
5. The student and a small group of peers will dictate possible lyrics to a country western song addressing the possible pitfalls of a high school romance.

### 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 play a tambourine with both hands at midline to accompany as peers singing a country western song relating to teen dating. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: SELECTED ACADEMICS #41, #42, #44, #45, #46}
2. The student will vocalize in rhythm to participate in the presentation of the rap lyric addressing drinking and driving. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8; SOCIALIZATION #13, #15; SELECTED ACADEMICS #41, #42, #44, #45}
3. The student will choose her favorite between three different musical presentations of teen themes. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2}
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.23: Students analyze their own and others’ artistic products and performances.

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. Choose a poster for her bedroom wall.
2. Page through a book of art with a peer and point to works that she likes.
3. Walk through an exhibition of art work by peers throughout the school district and answer yes/no questions about colors, shapes, and objects found in the art works.
4. Attend to a dramatic production presented by a regional children’s theatre group.
5. Listen to a variety of classical music selections and state what she envisions as she listens to the music.
6. Observe a dance recital at a local members of a local dance program, choose her favorite dance performance, and state what she liked about that performance.
7. Listen to a series of recordings chosen by peers and use water colors to illustrate how the music makes her feel.
8. Participate in a rhythmic musical production from a different culture and state how it is different from a current rap music recording.
9. Attend a regional folk arts and crafts fair and choose a present for her mother.
10. Create a bulletin board presenting with student drawings of fantasy and real birds with a small group of peers and converse with peers about the various works of art.
11. Before developing and performing a role in a school performance of a folk tale, read and view other representations in print and on video to get ideas for script, set, and costuming.
12. Participate in a class discussion to generate ideas for a class production of a folk tale.
13. Create a series of posters to advertise the class production and chose the one that best presents the dimensions of the class production.
14. Attend a production of a historical play at a Kentucky historical site (e.g., Ft. Boonesboro, Ft. Harrod, My Old Kentucky Home) and dictate his critique of the production to a peer.
15. Make a presentation as if she was trying to sell her favorite CD to a group of classmates.

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

SELECTED ACADEMICS: #44, Differentiates/discriminates between various things.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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

Create, choose, and display examples of artwork by children and youth that celebrates the memories of fun activities for display at the Shriners’ Hospital in Lexington.

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

(1) The student will draw a picture of a day at the lake using markers.
(2) The students and a small group of peers will create a mural depicting a school-wide event held at their school – a fair, a walk-a-thon, or a sports day.
(3) The student will assist peers to display all the artworks from a number of schools in the gym.
(4) The student and classmates will vote which pieces of artwork will be taken to Shriners’ Hospital for the display.
(5) The student will assist peers and teachers in displaying the artwork at the Shriners’ Hospital.

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND EDUCATIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

(1) The student will pass out paper to his classmates demonstrating a concept of one-to-one correspondence. [TARGETED SKILLS: communication skills, social skill, functional academic skills, motor skills, critical vocational activity] {COACH: COMMUNICATION #7, SOCIALIZATION #17, #19, #23; SELECTED ACADEMICS #51; SCHOOL #62; VOCATIONAL #74}
(2) The student will write his name on his artwork. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42, #49}
(3) The student will describe his artwork to a peer. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #7, #8, #11; SOCIALIZATION #14, #15}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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

The student and his classmate will learn to recognize 20 classical musical works and learn about the different composers. Students will listen to the music, identify main and recurrent musical themes, verbalize strategies for remembering the music, demonstrate the ability to name the pieces and composers.

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

(1) The student will attend to the music when played in the classroom.
(2) The student will demonstrate a change in behavior state, facial expression, or activity level in response to the music.
(3) The student will attend a community orchestra concert of one of the pieces chosen by the music teacher.
(4) The student will learn to identify at least three of the pieces when the main theme or themes are played.
(5) The student will attend to the music teacher’s instruction which includes playing the main themes on a piano and violin.

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND EDUCATIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

(1) The student will choose and request a preferred CD selection when allowed to listen to excerpts from two of the pieces being studied. [TARGETED SKILLS: communication skills] {COACH: communication #2, #3}.
(2) When a piece of music is stopped in mid-selection, the student will use the sign for “more” in response to the question “Do you want more music?” [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1, #10}.
(3) Independently and safely uses her walker to walk to music classroom [TARGETED SKILLS: motor skills, critical school activity] {COACH: PERSONAL MANAGEMENT #34, #35, #36; SCHOOL #70}.
(4)
(5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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

Small groups of students will create and critique audio collages that represent historic, geographic, cultural, ethnic, or national diversity. Students will gather representative music, poetry, and rhythm to represent respect for diversity.

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

1. The student will respond to the playing of the audio collages of peers by demonstrating a change in behavior state, behavior or expression.
2. The student will create a drawing that illustrates the collage that her group created.
3. The student will state how some of the excerpts within the collage represent the theme of diversity.
4. The student will compose a poem to contribute to the auditory collage recording.
5. The student will sit within the middle of the middle school orchestra/band as they play one of John Phillip Sousa’s marches for the group collage or patriotism.

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND EDUCATIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

1. The student will select a peer to read her poem as part of the audio collage. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #2, #10; SOCIALIZATION #14}
2. The student will play a tambourine as a group of peers sing “If I had a hammer” for a video collage of the protests and idealism of the Viet Nam era. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #15; LEISURE/RECREATION #40; SELECTED ACADEMICS #41, #42, #45, #46}.
3. Uses a picture schedule to initiate a transition to her music class. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: SELECTED ACADEMICS #41, #44, #46, #47}
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.24: Students appreciate creativity and the values of the arts and humanities.

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) Comment verbally upon a production of a ballet.
(2) Attend a school assembly featuring Bluegrass musicians from Kentucky.
(3) Perform a square dance with a group of classmates under the direction of an experienced square dance caller.
(4) Listen to, choose, and borrow a CD from the community library.
(5) Read an illustrated guide to French impressionist and choose her favorite painting from the illustrations.
(6) Listen to the work of Aaron Copeland and draw an illustration of what she heard.
(7) Show a change in behavior or behavior state in response to a John Phillip Sousa march.
(8) Attend a children’s theatre production of Hansel and Gretel and draw a visual commentary on the experience.
(9) Become involved in audience participation activities guided by a troupe of modern dance performers.
(10) Attend a high school band Winter Holiday performance.
(11) Sit within the community orchestra during a performance at the school.
(12) Participate in a sing-along with a small group of folk singers.
(13) Attend a performance of the local high school jazz band.
(14) Attend a performance of “The King and I” and write a critical review.
(15) Create a dance production with a group of classmates that expresses the theme – “Celebrate Diversity among ALL Peoples.”
(16) Attend the performance of a local country singer and then write words to a country song about being too young to do what you want.

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

LEISURE/RECREATION: #35, Engages in individual passive leisure activities; #37, Engages in passive leisure activities with others.

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

<table>
<thead>
<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
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<tr>
<td>Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.</td>
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A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Native Americans in the Northwestern United States make totem poles that represent significant aspects of their lives spirituality, ancestors, and important aspects of their lives. Each elementary will be asked to draw their own personal totem that represents key aspects of their life and values.

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

1. The student will draw representations of key persons in his life into his totem.
2. The student will verbally identify some of his hobbies, pets, or favorite things to incorporate into his totem.
3. The student will define the word “ancestor” and identify his grandparents by name.
4. The student will verbally describe the different representations within his totem to a group of peers.
5. The student will define the different representations in his totem as “present in his life today,” “from the past,” or “predictions of the future.”

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 complement the totem drawn by a peer. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11; SOCIALIZATION #13}
2. The student will ask a peer questions about the peer’s totem. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #12; SOCIALIZATION #14}
3. The student will write his name on his drawing of his totem. [TARGETED SKILLS: functional academic, critical school activity] {COACH: PERSONAL MANAGEMENT #32; SELECTED ACADEMICS #47, #49}

(4)

(5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.

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

Research to find lists of the most influential women of the 20th century and create plays depicting how they were perceived at the time in which they lived and how they are perceived from the perspective of the beginning of the 21st century.

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 use the Internet with a peer to access a list of the 100 most influential women of the 20th century.
2. The student, as a member of a small group, will be part of the choice-making process to determine one or more influential women to have represented in their production.
3. The student and a peer will research the life of the influential woman at the library and bring books and reference material to the group.
4. The student will have a role in the play depicting the role of the woman in her era and the long-term impact of her life and actions.
5. The student will verbally describe the significance of the life and actions of the woman chosen by their group.

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. At the library the student will turn the pages of a reference book with the guidance of a peer to find relevant information. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #41, #42, #44, #46}
2. The student will find the printed name of the influential woman in the text when given a printed model. [TARGETED SKILLS: communication skill, functional academic skill] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #41, #42, #44, #46, #47}
3. The student will read about the woman’s life from an illustrated book at the elementary level and share the illustrations with his group. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7, #8, #9, #11; SELECTED ACADEMICS #47, #48}
4. 
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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

Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.

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

Consider the art and artists in Europe during the Renaissance and how they portrayed and reflected the religion, elite culture and common daily life of the era of the Renaissance. Develop a mural of representation mural/display of artwork of the era and its representation of the differing ways of life within the era. Juxtapose that mural with one of present day artwork/advertisements and how honestly it represents the religious, elite and common culture of today in the US.

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

1. Shown a print of a painting of the Renaissance the student will state "rich people," “poor people,” or “Church picture.”
2. The student will verbally express an understanding that these prints are painting of people who lived over 100 years ago.
3. The student and a peer will view a popular magazine and discuss how it represents the lives of people living today.
4. The student will draw a picture that clearly represents events of the present.
5. The student will meaningfully answer the question, "Why are there no cars in the pictures from a long time ago?"

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 answer questions about the content of the Renaissance picture (e.g., “Where is the man going?”) [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #10; SOCIALIZATION #15; SELECTED ACADEMICS #41, #42, #43, #44}
2. The student will look up and view the print for at least 3 seconds when ask by a peer to “Look at this picture.” [TARGETED SKILLS communication skills, social skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #43}
3. The student will point to a particular object in a picture when given a specific direction (e.g., “Point to the house.”) [TARGETED SKILLS communication skills, social skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #43
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.25: Through their productions and performances or interpretations, students show an understanding of the influence of time, personality, and society on the arts and humanities.

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. Draw a picture depicting activities within his life experience.
2. Draw a picture depicting events or objects that existed in the past.
3. Listen and respond to Hard Rock music and Baroque music and express a preference.
4. Attend to a portion of a Shakespearean play put on by a traveling repertory theater group.
5. Attend to a play about contemporary issues confronting teens.
6. Correctly answer the question, “Did that play show the present time or times many years ago?” after viewing a Shakespearean play.
7. Answer the questions, “Which one was painted with a paint brush by an artist?” and “Which one was taken with a camera by a photographer?” when shown a photograph and a painting.
8. Describe a painting verbally and make an effort to place the painting into historical perspective – distant past, recent past, present.
9. Respond to peers dancing to current music.
10. Attend and respond to a production of Handel’s Messiah.
11. Participate in a modern dance production choreographed to modern classical music by a peer.
12. Visit an exhibition of modern art with a group of peers.
13. Visit an exhibition of Native American artifacts from the Ohio Valley region.
14. Visit and old church and view the elaborate art work, sculpture and glasswork.
15. Discriminate between reality and fantasy in illustration in a book or magazine.
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20. 

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS #43, Explores surroundings; #44, Differentiates/discriminates between various things.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.26: Students recognize differences and commonalties in the human experience through their productions, performances, or interpretations.

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

Students will attend a play put on by students at Kentucky School for the Deaf will present a play depicting the experience of being deaf and the differences that they see between the deaf culture and the hearing culture. Students from KSD will meet with elementary students after the production to answer questions about the presentation and about the deaf and hearing cultures.

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

1. The student will communicate with the student from KSD through an interpreter and ask questions about feeling and emotions related to being and individual who is deaf.
2. The student will verbally express the understanding that deaf means that one cannot hear and receive communication through vision.
3. The student will ask the KSD student why he likes going to a residential school for the deaf.
4. The student will learn the sign for “happy from the student from KSD.
5. The student will ask questions relating to why some students with disabilities want to be included in regular classes and others choose a school like KSD.

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 verbally greet the students from KSD. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #17}
2. The student will attend to the presentation and hold her head up for most of the production. [TARGETED SKILLS social skills, behavior skills, motor skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #13, #18; LEISURE/RECREATION #39; SELECTED ACADEMICS #41}
3. The student will serve cookies and punch to the performers. [TARGETED SKILLS: social skills, critical domestic activity] {COACH: SOCIALIZATION: #13, #14, #17, #19, #20; SELECTED ACADEMICS #42}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.26: Students recognize differences and commonalities in the human experience through their productions, performances, or interpretations.

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

The students will plan a series of performances and presentations on African American/Black culture in heritage in January to correspond with the celebration of Kwanza, a celebration which occurs during the Winter holiday break. Students will arrange for dancers, musicians, artists, storytellers and actors to present different perspectives on Black culture and heritage.

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

(1) Student will dictate an essay expressing what he learned about Black culture from the presenters.
(2) The student will write a thank you note to each group of presenter sharing what he enjoyed about the experience.
(3) The student will sign “more” to encourage a dance presentation to continue.
(4) The student will draw a picture illustrating the story told about African heritage and culture by the African-American storyteller.
(5) In response to questions, the student will express how people can be the same and different at the same time.
(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) With the assistance of a peer, the student will copy the essay he dictated to a peer using an adapted computer keyboard. [TARGETED SKILLS: social skills, functional academic skills, motor skills, critical school activity] {COACH: #19, SELECTED ACADEMICS #42, #44, #46, #47, #55}
(2) The student will greet the presenters in the office and walk them to the classroom. [TARGETED SKILLS: communication skills, social skills, critical school activity] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14, #15, #17, #18, #20; PERSONAL MANAGEMENT #35}
(3) The student will take photographs of each presenter and create a pictorial entry with captions for his portfolio. [TARGETED SKILLS: functional academic skill, critical recreation/leisure activity; critical school activity] {COACH: LEISURE/RECREATION #40; SELECTED ACADEMICS #42, $43, #44, #45, #46, #47, #49}
(4)
(5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2:  
Apply Core Concepts and Principles

Academic Expectation 2.26:  Students recognize differences and commonalities in the human experience through their productions, performances, or interpretations.

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

Students view a video of various groups of teens discussing their feelings about, dating, social interactions, spirituality, church, friendship, peer pressures, smoking, drinking, drugs, and sex. Then small groups of students will develop videos addressing similarities and differences between what they heard and saw in the professionally produced videos and what they are experiences in their school, their homes, and their community.

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

(1) The student will participate in discussions with peers about the professionally produced video on teen issues and how well it represents their feelings and experiences
(2) With a small group of peers the student will express what about being a teen make her uncomfortable.
(3) The student will write a narrative about the great aspects of being a teen.
(4) The student will write a poem about friends and friendship.
(5) The student will call a peer in the evening to discuss teen issues, friendships, etc.

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 operate a VCR to show the video his group developed. [TARGETED SKILLS: critical recreation/leisure activity] [COACH: LEISURE/RECREATION ##37, #39; SELECTED ACADEMICS #42, #44, #46, #47]
(2) The student and a peer will mix video with popular music to portray feeling and emotions on their video. [TARGETED SKILLS: critical recreation/leisure activity] [COACH: LEISURE/RECREATION ##37, #39; SELECTED ACADEMICS #42, #44, #46, #47]
(3) The student and a peer will purchase a blank video at KMart. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical community activity] [COACH: COMMUNICATION #2, #3, #4; SOCIALIZATION #13, #19, #20; SELECTED ACADEMICS #41, #42, #43, #45, #46, #47, #48, #51; COMMUNITY #73, #76]
MORE IDEAS AND EXAMPLES:

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

Academic Expectation 2.26: Students recognize differences and commonalities in the human experience through their productions, performances, or interpretations.

**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. Make critical comments about a play reflecting upon the events of the US civil rights movement.
2. Create a collage from magazines which reflect upon a presentation of a modern jazz ensemble.
3. Comments verbally on his perceptions of Kentucky bluegrass music.
4. Create one square for a Kentucky heritage quilt.
5. Create a reflective water coloring while listening to Native American flute music.
6. Create a collage with a group of peers that reflect the heritage of their rural community.
7. Participate in a discussion on how the dress and jewelry of teens reflect on their culture and priorities.
8. Participate in a discussion with peers of what music best represents the feelings and emotion of local teens.
9. Meet with adults from another culture to discuss their perceptions of the students’ community and culture.
10. Draw illustrations of teen dress in his school.
11. Participate in a group to choreograph and perform a dance representing teen values.
13. Attend a presentation of an African American modern dance troupe.
14. Create a musical/audio collage that portrays the sounds and emotions of the high school community.
15. Listen to current pop/rock recording and comment upon its reflection of American young adult culture.
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**If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:**

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.”

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}
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.

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}
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.

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}
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:

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.
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.
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”.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

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)
7. (8)
8. (9)
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.

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 pained 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 form one to five in Chinese.
5. The student will learn to clearly state the greetings, “Hello” and “Good-bye,” in Chinese.

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**

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

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.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

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

As part of a thematic unit on community helpers; students will observe, interview, and video tape individuals in the community. Students will create exhibits and presentations reporting their observations of community helpers at work.

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 his preprogrammed communication device to ask a community helper three questions about their jobs. A peer will record the answers.
(2) The student will call information to request the telephone numbers of a list of community helpers written by a peer and develop a personal directory of how to access each community helper.
(3) The student will complete a teacher developed task analysis for appropriately accessing 911 and providing essential information.
(4) The student will take photographs of community helpers at work.
(5) The student will locate a library book on community helpers.

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 independently use the appropriate rest room during a trip to a community business interview site. [TARGETED SKILLS: critical community activity] [COACH: PERSONAL MANAGEMENT #28, #29, #30; SELECTED ACADEMICS #47, #48]
(2) The student will present his identification card when asked his name by individuals on community interview site. [TARGETED SKILLS: communication skills] [COACH: COMMUNICATION #7, #8, #10; PERSONAL MANAGEMENT #32]
(3) The student will walk up at least five stairs with alternating feet and on foot per stair while holding onto the handrail. [TARGETED SKILLS: motor skills] [COACH: SELECTED ACADEMICS #42, #44, #45]
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>GOAL 1: Use Basic Communication and Mathematics Skills</th>
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<tbody>
<tr>
<td>Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.</td>
</tr>
</tbody>
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A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:

As a part of a science thematic unit on recycling, students will inquire how different businesses within their community recycle and create a booklet of ideas for community businesses. Students will write, illustrate and distribute their recycling guide.

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

1. The student will request assistance of peers to position his wheelchair so that he can participate in visits to businesses involved in recycling.
2. When visiting businesses to gather information, the student will correctly identify signs and symbols in the environment and respond appropriately to the message of the sign/symbol.
3. The student will ask a question about recycling during each visit to a community site and use a tape recorder to record response.
4. With the guidance of a peer, the student will use the “mouse” accurately to access the Internet to and print out information on how businesses participate in recycling.
5. With the assistance of a peer, the student will find the listing for the business in the telephone book.
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 reach, grasp, and hand push pins to peers who are constructing a bulletin board display of recycling strategies used by community businesses. [TARGETED SKILLS: motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44, #46}
2. When visiting businesses to gather information, the student will safely cross streets by independently completing each step in a teacher developed task analysis. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73}
3. The student will greet unfamiliar individuals at the business sights in an socially acceptable manner. [TARGETED SKILLS: communication skill, social skill] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #17}
4. 
5. 
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

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

As a part of a civics unit on post-secondary options, small groups of students will gather information on educational opportunities at Kentucky colleges and universities, at technical schools, within the armed services, and in programs offered by community agencies and make presentations to peers.

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

(1) With peer support, the student will telephone the appropriate community agency and ask to be sent information on "College for Living."
(2) When visiting a college campus in their community, the student will use a preprogrammed electronic communication device to ask about the availability and accessibility of recreational facilities at the student union.
(3) The student will use the telephone directory to locate the telephone numbers of a list of community agencies, colleges or universities, or technical schools and add the numbers to her personal directory.
(4) Find the telephone number of the Department of Vocational Rehabilitation, phone, and set up an appointment to make application for services.
(5) Call Arc of the Bluegrass and request brochures on available services (e.g., College for Living, supported living).
(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 complete a task analysis for using a vending machine to get a snack during a visit to a technical school. [TARGETED SKILLS: critical recreation/leisure activity] [COACH: COMMUNITY #77; SELECTED ACADEMICS #42, #45, #46, #47, #48]
(2) During classroom group activities the student will respect the appropriate social distance between himself and peers. [TARGETED SKILLS: social skill] [COACH: SOCIALIZATION #16]
(3) When given a numeral orally, the student will depress that numeral on the face of the touch-tone telephone. [TARGETED SKILLS: functional academic skills, motor skills] [COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #44, #45, #46, #47, #48, #51]
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.1: Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

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. Turn pages of a book to locate specific item.
2. Verbally request assistance.
3. Request assistance using alternative mode of communication.
4. Gather information by observing signs/symbols in the environment.
5. Ask question verbally to gather information.
6. Ask question to gather information using an alternative mode of communication.
7. Operate VCR to watch a video.
8. Use a tangible symbol system in a schedule box to determine which activity comes next (i.e., object as symbol; e.g. a spoon represents lunch, a roll of toilet paper represents bathroom, a toothbrush represents grooming).
9. Use a telephone to gather information.
10. Use a personal telephone directory to locate an individual’s number.
11. Find a given word in the dictionary and write the meaning.
12. Find his parents’ telephone number in the telephone book.
13. Find and use the newspaper to determine what movie to see, when, and where it is showing.
15. Access the Internet using a “mouse.”

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

COMMUNICATION: #3, Makes requests; #12, Asks questions of others; SELECTED ACADEMICS: #48, Reads to get information and/or follow instructions.

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

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

Students will read the story, Jack and the Beanstalk, and write and present a play of the story.

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

1. The student will relate the story to a peer following the sequence of illustrations in the books after it has been read to the student a number of times.
2. The student will participate in the production by taking on the role of the man who trades Jack the cow for the beans.
3. The student will read a familiar section of the story to a peer.
4. The student will answer a question about a section of the story which he read aloud.
5. The story will sequence a series of illustrations of the story and relate the story to a peer.

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 in painting the scenery for the TARGETED SKILLS: motor skill, social skill] (COACH: SOCIALIZATION #19, #20, #22; SCHOOL #65, #67)
2. The student will purchase items needed for scenery, props, and costumes during community based instruction. [TARGETED SKILLS: critical community activity] (COACH: COMMUNITY #76)
3. The student will independently turn the pages of a book. [TARGETED SKILLS: motor skills] (COACH: SELECTED ACADEMICS #46)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.2: Students construct meaning from a variety of print materials for a variety of purposes through reading.

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

As a part of a science thematic unit on nutrition students will review various cook books and other references, plan balanced meals, develop grocery lists for the complete preparation of meals for one day, and construct a class cookbook of favorite recipes.

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

(1) The student will read a picture recipe book, select an item to prepare, and write out a list of ingredients needed to prepare the item.
(2) At home, the student will read the recipe, prepare the item, and bring the item to school for his peers.
(3) The student will read a grocery list written in picture communication symbols.
(4) The student will sort pictures of foods to plan a healthful meal on a pocket chart.
(5) The student will correctly read 50 food words on flash cards.

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 copy and collate the pages of the cookbook developed by the class TARGETED SKILLS: motor skills, behavior skills, critical vocational activity] {COACH: VOCATIONAL #82}
(2) The student will independently open all containers (i.e., jars, boxes, cans). [TARGETED SKILLS: motor skills] {COACH: SELECTED ACADEMIC #45, #46}
(3) The student will activate a switch to operate a blender. [TARGETED SKILLS: motor skill, communication skills, critical domestic activity] {COACH: SELECTED ACADEMICS #42, #46}
(4) The student will follow two and three step directions when purchasing items in the community. [TARGETED SKILLS: communication skills, critical community activity] {COACH: COMMUNICATION #7}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.2: Students construct meaning from a variety of print materials for a variety of purposes through reading.

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

In English class students will read To Kill a Mockingbird and view the video of the film. Then, afterwards, will analyze how each medium impacts the presentation of the story, characters, and themes.

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

1. The student will answer “yes/no” questions regarding certain scenes in the book and/or about the video.
2. The student will read ten critical sight words and/or names taken from the book.
3. The student will listen to a section of the book being read by a peer and draw an illustration of the scene and characters.
4. The student will read a familiar social story on the appropriate behavior in English class and state how she plans to behave in class.
5. The student will listen to a list of materials to be taken to class and gather the appropriate materials.

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 follow a picture schedule and get independently to English class on time each day. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #47, #48; SCHOOL #69}
2. The student will remain seated throughout the presentation of the video in the English class. [TARGETED SKILLS: behavior skills.] {COACH: SCHOOL #66; SOCIALIZATION #18}
3. After class the student will get a drink from the drinking fountain. [TARGETED SKILLS: motor skills, critical community activity] {COACH: SELECTED ACADEMICS #46, #66}
## GOAL 1: Use Basic Communication and Mathematics Skills

**Academic Expectation 1.2:** Students construct meaning from a variety of print materials for a variety of purposes through **reading**.

### 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. Answer concrete questions about a story read by a peer from an age-appropriate book.
2. Relate captions for a sequence of picture depicting a recent activity in which the student participated.
3. Read instructions for baking a cake from the cake mix box and accurately prepare and bake the cake.
4. Tell a story verbally given a sequence of illustrations.
5. Read a familiar "social story" and state actions to be taken in familiar activity.
6. Reads the word use on restroom door when written in a variety of styles.
7. After listening to a story and discussing the sequence with peers, participate in acting out the story.
8. State the sound of the initial consonant for a word found in a natural context.
9. Demonstrate phonetic word-attack skills.
10. Correctly identify mastered sight words in a natural context.
11. Read and follow a picture schedule.
12. Select and age appropriate book at the library relating to a preferred topic.
13. Use word cards to create a poem.
14. Read comic strips.
15. Read a letter written by a peer.
16. 
17. 
18. 
19. 
20. 

### If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

**APPLIED ACADEMICS:** #47, Identifies symbols; #48, Reads to get information and/or follow instructions.

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through observing.

A. Sample Instructional Activity for Typical Elementary Learners that Incorporates this Desired Academic Expectation:

Students will develop a taxonomy to classify and identify the birds that appear at the variety of birdfeeders constructed by the students and placed outside the classroom windows.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

(1) The student will use the National Audubon Society, Interactive CD-ROM Guide to North American Birds to describe and identify a bird appearing at the birdfeeder.
(2) Given an array of colors, the student will point to two different colors that he sees on the birds plumage.
(3) The student will draw a picture of a bird appearing at the birdfeeder.
(4) Given a generic picture of a bird, the student will point to the part of the bird identified by a teacher or peer (head, wing, body, beak, eye, tail, legs, feet).
(5) Given a generic picture of a bird, the student will color the bird to represent a bird seen at the feeders.
(6)
(7)
(8)
(9)
(10)

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

(1) The student will walk to the bird feeder carrying a bucket of bird feed. [TARGETED SKILL: motor skill] {COACH: LEISURE/RECREATION #38; SELECTED ACADEMICS #46}
(2) The student will use the “mouse” to set the identification criteria and execute the search using the National Audubon Society CD-ROM Guide. [DOMAIN: Recreation/Leisure / TARGETED SKILL: motor skills critical recreation/leisure activity] {COACH: LEISURE/RECREATION #38; SELECTED ACADEMICS #44, #45, #46, #47, #48, #55}
(3) The student will identify a bird using the sentence, “That bird is a ______.” [DOMAIN: TARGETED SKILL: communication skills] {COACH: COMMUNICATION #10}
(4)
(5)
EXAMPLE FOR MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **observing**.

A. Sample Instructional Activity for Typical Middle School Learners that Incorporates this Desired Academic Expectation:

Groups of students will write sections of a guide to teenagers for parents that describes teen actions, such as: specific verbal, nonverbal, and behavioral signs of drug/alcohol use by teens; the impact of peer pressure on dress and behavior; analysis of teen music preferences; analysis of teen jargon; teen suggestions for fair and effective parenting of teens.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

1. The student will participate in a fashion presentation of peer-appropriate dress and peer-inappropriate dress for school.
2. The student will verbally define the appropriate and inappropriate dimensions of photographs or illustrations of teen behavior.
3. The student will describe what is meant by the term “peer pressure” and provide an example.
4. The student will write a short statement of how to be a good parent for a teenager.
5. The student will make age-appropriate, peer-normalizing choices regarding dressing for school.

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

1. The student will function as a contributing member of a small group. **TARGETED SKILL:** social skills [COACH: SCHOOL # 65]
2. The student will use an adapted keyboard to type the title page of “The Parents’ Guide to Teenage Behavior.” **TARGETED SKILLS:** motor skills, functional academic skills [COACH: SELECTED ACADEMICS #44, #45, #46, #47, #55]
3. The student will ask questions of peers while working within the group. **TARGETED SKILLS:** communication skills, social skills [COACH: COMMUNICATION #12]
EXAMPLE FOR HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through observing.

A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Students will spend time with an individual who is not yet a verbal communicator and develop a guide to his/her nonverbal, nonsymbolic communication. Students will then propose strategies to increase the individuals functional communication. Students may spend time with young children or individuals with severe disabilities. Enhancing Nonsymbolic Communication Interactions among Learners with Severe Disabilities by Siegel-Causey & Guess may be an enlightening resource.

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

(1) The student will use nonverbal, nonsymbolic communication modes to interact with peers.
(2) The student will verbally explain how a individual who is nonverbal may communicate.
(3) The student will verbally express that there are many ways to communicate and give examples of how individuals who use verbal communication often use nonverbal/nonsymbolic modes of communication.
(4) The student will respond appropriately to the nonsymbolic communication of a peer who is not yet using symbolic communication
(5) The student will respond to a familiar nonsymbolic greeting by a peer.

(6)
(7)
(8)
(9)
(10)

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

(1) The student will initiate a social interaction through nonverbal/nonsymbolic communicative behaviors TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #14}
(2) The student will establish eye contact with the member of his group who is speaking.. // TARGETED SKILLS: communication skills, social skills] {COACH COMMUNICATIONS: SOCIALIZATION #13, #14}
(3) The student will vocalize to gain the attention of a peer. TARGETED SKILLS: communication skills, social skills] {COACH COMMUNICATIONS #9: SOCIALIZATION #13, #14}
(4)
(5)
GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.3: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through observing.

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

The student will:

1. Establish visual focus upon an individual within the classroom.
2. Visually scan an array of four different objects and make choice.
3. Use hands to determine textures of a set of objects.
4. Choose a teacher defined object (by touch) from a box of objects that is covered so that he cannot see the contents of the box.
5. Observe and identify five different birds at the birdfeeder.
6. Observe and identify five different trees in local park in the winter by identifying tree shape and bark formations.
7. Describe characteristics to be considered and nature of observation of a quality thoroughbred racing horse.
8. Match pictures of objects with odors with “smell jars.”
9. Create an evaluation guide to be used to evaluate/describe a good teaching and good teachers.
10. Write a review of a performance of a school play and compare the review with that of peers.
11. Identify ten different classical music selections upon hearing familiar theme from the composition.
12. Point to the photograph of an individual who is speaking to the student from behind a screen (out of view).
13. Establish eye contact with the individual who is speaking when there are a number of potential speakers in view.
14. Upon leaving a room, state 10 object hed had seen in the room.
15. Follow the directions of the speaker speaking to him when there are a number of other conversations occurring in the room.

COACH* Activities within this Academic Expectation:

COMMUNICATION: #2, Make choices when given options; #11, Comments/describes; #13;
SOCIALIZATION: #13, Responds to the presence and interactions of others #16, Distinguishes and interacts differently with familiar people, acquaintances, and strangers.
SELECTED ACADEMICS: #47, Identified symbols.

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

**GOAL 1: Use Basic Communication and Math Skills**

Academic Expectation 1.4: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

| A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be: |
| Create a video to teach young children what people sound and look like when they are angry, happy, excited, scared, frightened, and sad. Present scenes with video only, audio and video, and audio only. Present the video to a preschool class and record and analyze their responses. |

| B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity: |
| (1) The student will role play different emotions for the video. |
| (2) The student will identify the emotion by pointing to the appropriate communication picture symbol after listening to the audio representation of each emotion. |
| (3) The student will verbally describe the sound of each emotion presented on the video. |
| (4) After listening to the audio representation of an emotion the student will draw a picture representing what she heard. |
| (5) The student will express anger/frustration through gesture, body motion, facial expression, and/or vocalization. |

| 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 operate the tape recorder to play various audio representations of emotions. TARGETED AREA: motor skills, critical recreation/leisure activity] {COACH: LEISURE/RECREATION ; #37; SELECTED ACADEMICS #46} |
| (2) The student will point to the communication picture symbols for the emotions, when the teacher states a direct mand (e.g., “Point to angry.”) TARGETED SKILL: communication motor skills] {COACH: COMMUNICATION #2, #7; SELECTED ACADEMICS #47} |
| (3) The student will recite lines clearly and accurately in the role of announcer in the video. TARGETED SKILL: communication skills, functional academic skills] {COACH: COMMUNICATION #8, #11} |
**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:**

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

Create a audio/video presentation of sounds of danger in the home, school and community which includes strategies for safe behavior in the presence of that sound. The video will include sections of only audio followed by audio/visual scenes that show safe behavior when the sound of danger occurs. Students will show the video to primary students and discuss the responses of the primary students.

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

1. The student will suggest different sounds of danger in the home, school, or community that she feels should appear in the video.
2. Upon hearing the danger sound, the student will identify the sound and state what action should be take in the dangerous situation.
3. Upon hearing the danger sound the student will draw a picture of the situation depicted by the sound.
4. The student will choose appropriate communication picture symbols to include in the video.
5. The student will respond appropriately to the school fire alarm, line up appropriately and walk out of the school building with her classmates.

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 a short narrative describing what to do when one hears glass shatter. **TARGETED SKILL:** functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #49, #50}
2. The student will demonstrate how to call 911 to report an emergency. **TARGETED SKILLS:** communication skills, critical domestic activity] {COACH: #7, #11}
3. The student will listen to sustained loud noises without crying and becoming excessively emotional. / **TARGETED SKILLS:** behavior skill] {COACH: PERSONAL MANAGEMENT #33; SELECTED ACADEMICS # 41, #44}
4.
5.
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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

Review a number of television automobile advertisement and analyze and describe the impact of the audio content. View the ad with audio only, with audio and visual content, and with visual only. Write and analysis of the auditory stimuli as advertising/persuasive tool (e.g. verbal content, music, pitch, volume, tone of voice, gender of the voice. What is the power of auditory stimuli in sales promotion?

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

1. The student will state what he heard in the TV advertisement.
2. After listening to a number of car ads, the student will write the text for an advertisement for her favorite car.
3. The student will listen for the music and describe it verbally.
4. The student will listen for the voice of the announcer and state and answer a series of questions about the voice of the speaker (e.g., male or female? loud or soft? happy or sad? yelling, talking, or whispering?).
5. The student will choose between three pictures, one of which is a picture of a car, to answer the mandate “Tell me what you heard and saw?”
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 operate the VCR to record three ads with a peer in the peer’s home, recreation/leisure // TARGETED SKILLS: social skills, behavior skills, motor skills, critical recreation/leisure activity} (COACH: SELECTED ACADEMICS #44, #45, #46)
2. The student will greet the peers parents appropriately and sustain a short conversation with the peers parents or siblings. [TARGETED SKILLS: social skills, communication skills] (COACH: COMMUNICATION #6, #8, #9; SOCIALIZATION #13, #14, #15)
3. The student will tell his classmate how the videos were recorded TARGETED SKILLS: communication skill} (COACH: COMMUNICATION #8, #9)
### MORE IDEAS AND EXAMPLES:

#### GOAL 1: Use Basic Communication and Math Skills

**Academic Expectation 1.4:** Students construct meaning from messages communicated in a variety of ways for a variety of purposes through **listening**.

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. Attend to a concert of classical music presented in the school auditorium.
2. Maintain an active behavior state in response to a group of Bluegrass Musicians playing a variety of song in the classroom.
3. Follow one step directions.
4. Describe the sounds in the park to a deaf individual.
5. Listen to a song and then relate the message verbally.
6. Listen to a folk song performed live and draw/paint her impressions of the performance.
7. Create an checklist/evaluation tool to document the effectiveness of another student persuasive presentation.
8. Listen to persuasive presentations by peers and complete a evaluation of their effectiveness.
9. Watch a TV commercial for a new toy and complete a fill in the blank questionnaire about the advertisement.
10. Respond verbally to three different readers’ interpretations of the Address of Abraham Lincoln.
12. Listen to a fairy tale told by an experienced storyteller and draw/paint personal impressions of the story.
13. Make a nonverbal/nonsymbolic communicative gesture/sign to indicate a desire for music to be continued.
14.  
15.  
16.  
17.  

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

- **COMMUNICATION:** #7, Follows instructions; #8, Sustains communication with others; #12, Questions of others.
- **SOCIALIZATION:** #13, Responds to the presence and interactions of others.
- **PERSONAL MANAGEMENT:** #33, Responds to emergency alarm.
- **LEISURE/RECREATION:** #37, Engages in individual passive leisure activities; #39, Engages in passive leisure activities with others.

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

GOAL 1: Use Basic Communication and Mathematics Skills
Academic Expectation 1.10: Students organize information through development and use of classification.

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

Each student is asked to bring a stuffed animal to school. The class then identifies a classification system and places the stuffed animals on the shelf. Then, three groups of students are each asked to determine alternative way to organize the stuffed animals on the shelf.

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

(1) The student will correctly respond to "same or different" question with either "yes" or "no", when a peer hold up two stuffed animals and asks the question, "Are these bears the same color?"
(2) Given a varied set of animals, the student will find all the "Beanie Babies."
(3) The student will state how two animals are the same (i.e. same color, both bears, have big eyes).
(4) The student will choose between three options, to determine which animal would be the best to hug.
(5) After observing a stuffed toy, the toy will be placed in a box out of view and the student will answer yes no questions about characteristics of the stuffed animal.

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 hold a stuffed animal in each hand and walk to the shelf without losing balance or significantly altering normal gait. [TARGETED SKILLS: communication skills, motor skills] (COACH: COMMUNICATION #7)
(2) The student will play with another student with the stuffed toy in the housekeeping center. [TARGETED SKILLS: social skills, critical recreation/leisure activity] (COACH: COMMUNICATION #3, #5 #8; SOCIALIZATION #13, #14, #15, #19, #20, #22; LEISURE/RECREATION #40)
(3) The students will use a series of phrases including nouns, verbs, and adjectives to describe a stuffed animal. [TARGETED SKILLS: communication skills] (COACH: COMMUNICATION #11)
Goal 1: Academic Expectation 1.10 (page 2)
Classifying

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

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

Each student will construct a genealogical chart of his family depicting at least three generations.

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

1. The student will verbally answer questions about the identity of members of his family (i.e., What is your father's name? Is your sister's name Elizabeth?)
2. Given pictures of individual clearly in one of three generations, upon verbal request by peer, the student will point to the boy or girl, mother or father, or grandmother or grandfather.
3. The student and a peer will record the voices of the student's immediate family members.
4. Given a number of photographs of family members and unfamiliar individuals, the student will point to members of his family.
5. The student will respond in a positive manner, to the presence of his mother's and/or father's voice.

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. Working with a nondisabled peer, student will follow one step verbal directions to construct a chart of his immediate family using photographs [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19}
2. The student will travel into the community and purchase the items necessary to construct a bulletin board display of each student's genealogical chart. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73, #76}
3. With the assistance of a peer, the student will write the names of family members on his genealogical chart. [TARGETED SKILLS: communication skills, socialization skills, functional academic skills, basic motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19; APPLIED ACADEMICS #42, #44, #45, #46, #47, #55; SCHOOL #67}
A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:

Students will collect video samples of television advertisements, define characteristics, develop a scheme for classification strategies used to convince the buyer, and make a visual documentation of the classification system.

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

1. When viewing television program at home with peers from school, the student will discriminate between entertainment (“TV show”) and commercial, when as by the peer, “What are you watching?”
2. When shown two commercials, and asked how are they the same, the student will answer correctly (i.e., They are both selling cars. They are selling soap.
3. Shown a TV advertisement for a product and given three picture symbols defining different products (i.e., breakfast cereal, tooth paste, cars) the student will point to the correct picture symbol.
4. The student will identify techniques used in the TV advertisement (i.e., music, singing, dancing, children, and celebrities.), when asked “How are they selling the product?”
5. The student will respond to a preferred song, slogan, or individual in the TV by changing activity level, specific body movements, a change in expression, or vocalization.

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 operate the VCR so peers can view videos of commercials. [TARGETED SKILLS: motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION, #7; SELECTED ACADEMICS #44, #45, #46}
2. During classroom group activities, the student will participate in the discussion of each commercial. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #8, #9, #10, #11; SOCIALIZATION #13; SCHOOL #66}
3. Uses next dollar strategy to purchase video cassettes at three different community stores. [TARGETED SKILLS: functional academic skills, critical community activities] {COACH: SELECTED ACADEMICS #52; COMMUNITY #73, #76}
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.10: Students organize information through development and use of classification.

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) Find two items that are the "same," given a set of items.
(2) Find the item that is different, given a set of items.
(3) Sort items into two groups by category (i.e., foods, animals, toys).
(4) Put items into sequence by size.
(5) Sort items into groups by one physical characteristic (i.e. color, shape, texture).
(6) State whether a peer is a boy or girl.
(7) Go to the correct section of a grocery store to find a specific item.
(8) Proceed to the appropriate location in the community to complete an assigned task (i.e., mail a letter, do laundry, purchase a banana).
(9) Sort laundry at the laundry mat.
(10) State verbally how two objects are the "same."
(11) Find a source of community services in the City, State, County, Federal section of the telephone book.
(12) Find the telephone number of a taxi in the yellow pages of the telephone book.
(13) Put materials away in their appropriate location in classroom.
(14) Make a choice to use fork or spoon with a specific food at lunch.
(15) Distinguish and act differently with familiar people, acquaintances, and strangers.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SOCIALIZATION: #16, Distinguishes and interacts differently with familiar people, acquaintances, and strangers.
SELECTED ACADEMICS: #44, Differentiates/discriminates between various things

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

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<td>Academic Expectation 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through <strong>writing</strong>.</td>
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A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Students will create greeting cards for a variety of occasions demonstrating writing, artistic, and computer skills. Students will either use cards for personal greetings or sell cards to peers and adults within the school.

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

1. The student will illustrate a series of holiday cards using varied holiday themes.
2. The student will copy a holiday message onto her holiday card from a model dictated by the student and written by a nondisabled peer.
3. Using a, the student will write classmates names on their birthday to create a birthday list.
4. The student will use the Alpha-Keys keyboard to type the message for a birthday card.
5. The student will create a holiday card using a series of holiday rubber stamps.

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 "mouse" to choose clip art in a card making computer software. [TARGETED SKILLS: motor skills, critical recreation/leisure activity] [COACH: LEISURE/RECREATION #38, SELECTED ACADEMICS #42, #44, #45, #46, #55; SCHOOL #67]
2. The student will find items on a list of needs for the card making project at K-Mart and purchase the needed items. [TARGETED SKILLS: functional academic skill, critical community activity] [COACH: COMMUNITY #73, #76]
3. The student will independently follow directions written by a peer and reviewed with him so that he can print from his computer. [TARGETED SKILLS: functional academic skills] [COACH: COMMUNICATION #7, SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #48, #55; SCHOOL #67]
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through writing.

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

As a part of a unit on multicultural education, students will create a guide to establishing greater respect for student diversity in their middle school.

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

1. The student who uses a wheelchair, working with a nondisabled peer, will travel throughout the school looking for areas of the school that are not accessible to the student. The student will dictate her experiences and the peer will write about their experiences.
2. The student will ask each classmate about their favorite ethnic meal. (i.e. spaghetti, tacos, egg rolls) and compile a visual presentation of the findings with a peer.
3. The student will use a visual keyboard to type recipes for a classroom cookbook for favorite ethnic foods.
4. The student will use Print-Shop software to create banners with multicultural themes for the school.
5. The student will write captions for photographs and illustrations used in classroom displays.

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 follow a picture recipe to make tacos with a nondisabled peer. [TARGETED SKILLS: functional academic skills, social skills, critical domestic activity] {COACH: COMMUNICATION #7; SOCIALIZATION #15, #19, #20; SELECTED ACADEMICS #42, #44, #45, #46, #47, #48; HOME #60}
2. The student will relate the events of the Chanukah traditions in her home using photographs as a guide to a small group of peers. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #10, #11}
3. The student will participate in a school-wide assembly on multicultural issues without becoming alarmed and/or fearfully of the levels of activity and noise. [TARGETED SKILLS: communication skills, behavior skills] {COACH: SOCIALIZATION #18, #19, #21, #22; SCHOOL, #66}
**Goal 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

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

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

   Students will prepare a resume' and letter of application for their dream job.

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

   1. The student will work with a peer to develop a resume and a letter of application for work at a community job site.
   2. With the assistance of a peer, the student will type her resume from a hand written model using an Alpha-Keys keyboard and specialized word processing software.
   3. The student will independently use a stamp to sign her letter.
   4. The student will independently type her name and address using a typical keyboard and typical word processing software.
   5. The student will choose a font size and style for her resume'.

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 communication board with picture symbols to tell a peer what he does on the job. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #9, #10, #11; SELECTED ACADEMICS #42, #44, #46, #47}
   2. While working on her resume, the student will maintain attention on the communicative interaction and stay on the topic of communication. [TARGETED SKILLS: communication skill] {COACH: COMMUNICATION #8; SOCIALIZATION #15; SELECTED ACADEMICS #42, #44, #46}
   3. The student will demonstrate she can work independently and cooperate with co-workers and supervisors on two different job sites in the community. [TARGETED SKILLS: critical school activity, critical vocational activity, basic social skills] {COACH; VOCATIONAL #85, #86, #87, #88}
MORE IDEAS AND EXAMPLES:

**GOAL 1: Use Basic Communication and Mathematics Skills**

**Academic Expectation 1.11** Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

**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. Use a individualized stamp of her to write her name on class work.
2. Write a shopping list by pasting picture symbols onto a 4 X 6 index card.
3. Write or dictates a “Thank you” note.
4. Place line drawings in a sequence to relate a story, event, or activity.
5. Copy a story that she dictated to a peer who the wrote the model.
6. Write poetry using magnetic poetry words.
7. Trace his address written in one inch primary letters.
8. Write captions to a sequence of photographs with peer support and guidance.
9. Paste picture symbols on a calendar to denote upcoming events.
10. Complete daily journal entry that might include drawings, photographs, pictures from magazines, symbols from picture-symbol catalogue, and tracings of sentences written by peers.
11. Place a personal sticker to identify an item as belonging to her.
12. Use objects as tangible symbols to express the sequence of activities for the morning.
13. Make a vertical line on a piece of paper upon the request of a peer.
14. Use an alpha-keys keyboard to write her name and print her work.
15. Use the mouse and a computer drawing program, to create a multicolored line drawing that expresses happiness, with the assistance of a peer.

**If You Are Using COACH-2,** The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #49, Uses writing tools to form letters and words; #50, Composes phrases and sentences.

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

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

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

Each student will be asked to describe an animal without naming it and ask peers to draw the animal based upon the speaker's description. The illustration will be grouped by description and the class will discuss which aspects of the animal were described clearly and strategies for providing descriptions of the aspects that were unclear.

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 his preprogrammed communication device to describe an animal for his peers to draw.
2. The student will take on the role of announcer and introduce each classmate to the class to describe his/her animal.
3. The student will express a desire to continue to participate in the activity using a nonsymbolic mode of communication.
4. The student will be given a picture of an animal and he will describe the animal on his illustration to see how accurately his classmates can draw the animal from his description.
5. The student will choose his favorite illustration of the animal that he described.

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 independently remain seated, quiet, and responsive during each of the presentations. [TARGETED SKILLS: social skills, behavior skills] [COACH: SOCIALIZATION #18; SELECTED ACADEMICS #41, #42, #44; SCHOOL #66]
2. The student will choose the appropriate color marker when told what color to use by the peer [TARGETED SKILLS: communication skills, functional academic skills] [COACH: COMMUNICATION #7]
3. Works with peers to clean up work areas after project is [TARGETED SKILLS: social skills, critical vocational activities, critical domestic activities] [COACH: COMMUNICATION #7; SOCIALIZATION #18, #19, #20; SCHOOL #65, #67; VOCATIONAL #81]
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

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

Each student is asked to conduct an interview of his grandparent or other senior citizen and audio tape the interview. Each student will be asked to review the strength and weaknesses of his own skill as an interviewer.

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 his own taped interview of his grandparent and state the strengths of his interview technique.
(2) The student will take part in a verbal vocal/verbal turn-taking interaction relating to the content of a peer’s taped interview (i.e., answer basic questions with one or two word response, answer a series of four "yes/no" questions asked by a peer).
(3) The student will dictate a series of questions with the support of a peer and then assist the peer in programming each question into his communication device so that the questions can be asked individually using a pressure switch.
(4) A peer will ask the individual questions to determine the questions the student would like to ask his grandparent the student will answer with nonverbal means such as smiles, frowns, head nods, or vocalizations.
(5) The student will express affection toward his grandparent through nonverbal means, such as, gestures, cuddling in her lap, smiles, holding hands, vocalization.

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

(1) The student will operate the tape recorder to play his taped interview and that of his peers. [TARGETED SKILLS: motor skills, communication skills, critical recreation leisure activities] (COACH: COMMUNICATION #7; LEISURE/RECREATION #35 SELECTED ACADEMICS #42, #44, #45, #46)
(2) The student will sit in a chair without the support of arm rests for five minutes to a watch a peer interview a special visitor. [TARGETED SKILLS: basic motor skills] (COACH: selected academics #42)
(3) The student will accept unexpected the changes in routine without biting his hand. [TARGETED SKILLS: social skills, behavior skills] (COACH: SOCIALIZATION #18, #22)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic communication and Mathematics Skills

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Each student will work with a group of peers to produce a video for Earth Day 1998 and develop a criteria for evaluating the presentations.

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

1. The student will depress a sequence of keys on a preprogrammed communication device to interview a community figure regarding the community recycling program for his group’s video.
2. The student will practice and recite a short preplanned statement about clean water.
3. The student will maintain appropriate facial expression, voice quality, volume, and hand and arm position during his presentation within the video produced by his group.
4. The student will act as a director and provide instructions to peers regarding the filming of a segment on preserving clean water.
5. The student will hold a conversation with a peer sharing what he has learned about the need for clean water and strategies for preserving the earth’s water supply.

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 complete all steps of a task analysis for using a VCR. [TARGETED SKILLS: critical recreation/leisure activity] [COACH: LEISURE/RECREATION #35; SELECTED ACADEMICS #42, #44, #46]
2. During his part of the presentation, the student will get to the standing position with the assistance of a peer and remain standing using his walker for four minutes. [TARGETED SKILLS: motor skills, social skills] [COACH: SOCIALIZATION #18]
3. With the help of a peer, the student will use a telephone to arrange visits to the community water purification/sewage-treatment center. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical community activity] [COACH: COMMUNICATION #6, #8, #9, #10 #11, #12; SOCIALIZATION #14, #15; APPLIED ACADEMICS #46; COMMUNITY #80]
**MORE IDEAS AND EXAMPLES:**

**GOAL 1: Use Basic communication and Mathematics Skills**

Academic Expectation 1.12: Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through speaking.

<table>
<thead>
<tr>
<th>The student will:</th>
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</thead>
<tbody>
<tr>
<td>(1) Turn his head to the left for &quot;no&quot; and to the right for &quot;yes.&quot;</td>
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<tr>
<td>(2) Verbally request assistance.</td>
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<tr>
<td>(3) Relate an experience by pointing to appropriate line drawings.</td>
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<tr>
<td>(4) Tell a familiar story using the illustrations from the book as a guide.</td>
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<td>(5) Greet a peer by pushing the appropriate key on a speech production electronic communication device.</td>
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<td>(6) Ask a question to gather information using an alternative mode of communication.</td>
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<tr>
<td>(7) Make a presentation to a small group of peers and then answer their questions.</td>
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<td>(8) Make an appointment to see a physician via the telephone.</td>
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<td>(9) Maintain a multiple turn taking vocal interaction.</td>
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<td>(10) Use a gesture or touch to request the attention of a peer.</td>
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<tr>
<td>(11) Complete a social initiation, greeting, cordial comment, and end the interaction.</td>
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<tr>
<td>(12) Express thanks for the caring actions of a peer in a nonsymbolic manner.</td>
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<tr>
<td>(13) State his name, address, and telephone number in a clear manner that can be accurately perceived by an unfamiliar listener.</td>
</tr>
<tr>
<td>(14) Join in the singing of the words to an age appropriate, social appropriate song.</td>
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<tr>
<td>(15) Verbally accept a compliment in a gracious manner.</td>
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</table>

| (16)                                      |
| (17)                                      |
| (18)                                      |
| (19)                                      |
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**If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:**

COMMUNICATION: #1, Expresses continuation or “more”; #3, Makes requests; #4, Summons others; #5, Expresses rejection/refusal; #6, Expresses greetings and farewells; #8, Sustains communication with others; #9 Initiates communication with others; #10 Responds to questions; #11 Comments and describes; #12 Asks questions of others.

SOCIALIZATION: #14, Initiates a social interaction; #15, Sustains a social interaction; #16, Terminates a social interaction; #24 Advocates for self.

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.13: Students construct meaning and/or communicate ideas and emotions through visual arts.

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

   Use a variety of objects from nature (e.g., potato, pine cone, leaf, lemon, apple, twig, pine needles, grasses, flowers) dipped into tempera paint to make a series of prints representing the theme Appalachian spring. Use the Aaron Copeland music Appalachian Spring as a create background.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

   (1) After watching the teacher make a sample print, the student will go into the forest, park, or meadow with a group of peers and gather items for print-making.
   (2) After watching the teacher make a sample print, the student will to the produce section of a grocery store with a group of peers and gather items for print-making.
   (3) The student will choose and mix a number of colors of tempera paint to use for print-making.
   (4) The student will use the chosen items to create a series of prints that represent the theme, Appalachian Spring.
   (5) The student will assist a group of peers in the creation of a bulletin board or hall display of the prints.
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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 complete all the steps of a teacher-developed task analysis for washing his hands with no more than verbal prompts. [TARGETED SKILL: critical domestic activity] {COACH: PERSONAL MANAGEMENT #30}
   (2) The student will name fruits and vegetables found in the grocery store in response to a peer’s question, “What is this?” [TARGETED SKILL: basic communication skill] {COACH: COMMUNICATION, #10}
   (3) The student will remain seated in a safe manner on the school bus when traveling to get print materials. [TARGETED SKILLS: behavior skills, critical community activity] {COACH: SOCIALIZATION #18; SCHOOL #64}
   (4)
   (5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>GOAL 1: Use Basic Communication and Mathematics Skills</th>
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</thead>
<tbody>
<tr>
<td>Academic Expectation 1.13: Students construct meaning and/or communicate ideas and emotions through visual arts.</td>
</tr>
</tbody>
</table>

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

Use colored clay placed onto Plexiglas or cardboard to create a representation of the historical and sociological theme of the “great American melting pot” - ethnic blending, integration, inclusion, and the celebration of diversity.

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

1. The student will pinch off and place pieces of colored clay onto a background.
2. With the assistance of a peer, the student will create two human figures holding hands.
3. With the assistance of a peer, the student will create many children’s faces with differing skin, hair, and eye color.
4. The student will verbally describe her creation and state how it represents the theme.
5. The student will independent create a visual representation of the inclusion theme.

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

1. The student will choose eight colors to work with to create her clay art. [TARGETED SKILLS: basic communication skills] {COACH: COMMUNICATION #2, #7}
2. The student will follow one step direction of peers when working on his artwork with peers. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19}
3. The student will hold a piece of clay in one hand and transfer it to the other hand. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION, #7}
GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.13: Students construct meaning and/or communicate ideas and emotions through visual arts.

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

Create a video for the community planning commission presenting visual representation of community sites, activities, and actions that support environmental protection and recycling.

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

(1) The student will explore the community with a group of peers to find visually powerful examples of individuals and community group and businesses that are taking action to conserve natural resources.
(2) The student will explore the community with a group of peers to find visually powerful examples of pollution and destruction or exploitation of natural resources.
(3) The student will operate the VCR to record a video sequence that might be part of the class video.
(4) The student will view the video sequences shot by classmates and choose the ones she prefers to include in the class project.
(5) The student will create artwork or graphics for the video.

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 work with a peer to create transition graphics for the video. [TARGETED SKILLS: Using a computer graphics program] [COACH: SOCIALIZATION # 19, #20 #23; SELECTED ACADEMICS #42, #44, #45, #46, #55; SCHOOL #65; VOCATIONAL #81, #82]
(2) The student will operate the VCR to show the video to an audience of peers not involved in the project. [TARGETED SKILLS: communications kills, critical recreation/leisure activity.] {COACH: COMMUNICATION #7, LEISURE/RECREATION #35, #37}
(3) The student will participate as a member of a panel that answers questions about the video when the video is presented to community groups. [TARGETED SKILLS: communication skills, social skills, behavior skills] {COACH: COMMUNICATION #10, #11; SOCIALIZATION #14, #15, #18}
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.13: Students construct meaning and/or communicate ideas and emotions through visual arts.

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) Create a human or animal form with clay with verbal cues from a peer.
(2) Use watercolors to create a rainbow.
(3) Draw a happy person with crayons or markers.
(4) Make choices regarding colors and placement to create multi-colored hand prints on a posterboard with the assistance of an adult or peer.
(5) Illustrate a birthday card for a peer using a computer drawing/graphics program.
(6) Use finger paint to create a visual representation in response to Aaron Copeland’s Rodeo.
(7) Draw a reindeer on a circular paper that can be made into a holiday pin.
(8) Create a design using a variety of novelty rubber stamps and colored stamp pads.
(9) Use pink, white, and red tempera paint in pieces of sponge to create a Valentine’s painting.
(10) Cut and paste pieces of colored construction paper onto a background to create a multicolored paper collage.
(11) Use string, yarn, fabric, magazine illustrations, greeting cards, wrapping papers, foils, and ribbon to create a multimedia collage.
(12) Create a self portrait, after having his body traced onto a large sheet of paper.
(13) Create a rubbing of leaves, using light paper and the side of a crayon.
(14) Iron crayon shavings between two pieces to create a stained glass hanging for the classroom windows.
(15) Make holiday wrapping paper using potato printing techniques.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #42 Directs and sustains attention to activity; #44, Differentiates/discriminates between various things; #46, Uses objects for intended purpose.

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

<table>
<thead>
<tr>
<th>GOAL 1: Use Basic Communication and Mathematics Skills</th>
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<tbody>
<tr>
<td>Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.</td>
</tr>
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</table>

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

Students will contact various performers of different styles and expressions of music and arrange for them to perform for the class. Students will write reviews of the performance that describe the forms of music, the themes and messages portrayed by the music, and their preferences.

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

1. The student will respond to the music by moving to the music, changing expression, or changing activity level.
2. When given the opportunity, the student will make “music” by playing the performer’s instrument.
3. The student will create a water color representation of a recording of the performance he attended earlier in the day.
4. Participate in the choreography and performance of a dance in response to a recording of a performance of one of the musical groups.
5. The student will choose between two switches that activate different types of music.

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

1. The student will maintain his head at midline and erect throughout a 10 minutes of a performance [TARGETED SKILLS: motor skills, communication skills] {COACH: COMMUNICATION #7}
2. The student will clearly and concisely introduce the performers to his classmates. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #11}
3. The student will greet the performers, introduce himself, and thank them for their performance. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6, #9; SOCIALIZATION #13, #14, #15, #16, #24}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.

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

Small groups of students will create music, words, and actions for a song representing a message, theme, or activity and then teach it to a group of preschool students.

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

(1) The student will accurately complete all of the actions/gestures of the song.
(2) The student will accurately and clearly sing all the words to the song.
(3) The student will play a tambourine appropriately as part of the musical accompaniment to the song.
(4) The student will create a drawing of the message, theme, or activity represented by the song.
(5) The student will verbally state the message, theme, or activity represented by the song.

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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 provide assistance to the preschools as they find places around the room on rug squares. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #20}
(2) The student will stand independently for 5 minutes while presenting the song to the preschool class. [TARGETED SKILLS: motor skill] {COACH: COMMUNICATION #7}
(3) The student will use his hands appropriately when performing the song with the preschool students (i.e., hands out of mouth and away from face). [TARGETED SKILLS: behavior skill] {COACH: SOCIALIZATION #18}
(4)
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

<table>
<thead>
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<td>Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.</td>
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</tbody>
</table>

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

Listen to and research music popular during W.W.I, W.W.II, And Viet Nam War and make presentations of the various songs and their role as a commentary on the war effort and Americans’ views toward the different wars.

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

1. With peer support, go to the library and find music representing each war era.
2. The student will interview his parents, grandparents, or other family members to learn about the songs that were popular during the war years.
3. The student will work to learn the melody and words to a song from each era.
4. The student will listen to a song and state if the song supports or challenges the war effort.
5. The student will respond to different songs by changes in facial expression, movement, or vocalization.

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

1. The student will go to the library with a peer and find photographs and illustration of each war era. [TARGETED SKILLS: critical community activity, critical recreation/leisure activity, functional academic skill] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SELECTED ACADEMIC #41, #42, #43, #44, #45; COMMUNITY #73, #75}
2. With the assistance of a small group of peers, the student will participate as a member of a group that gathers photographs and other memorabilia to create a bulletin board presentation of the three war eras. [TARGETED SKILLS: social skills, motor skills, communication skills] {COACH: COMMUNICATION #1, #2, #4, #7; SOCIALIZATION: #13, #17, #16, #18, #19, #20, #24; SCHOOL #65}
3. The student will use a calendar and calculator to determine when and how long ago the different wars occurred. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47, #48, #52, #54}
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.14: Students construct meaning and or communicate ideas and emotions through music.

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) Demonstrate a preference between two differing types of music (e.g., marches, classical, country-western, Southern rock)
(2) Express change in expression or activity to music.
(3) Move in response to music.
(4) Play a drum or shake bells in response to music.
(5) Sing or vocalize in response to music.
(6) Lip-sync or sing appropriate words along with familiar age-appropriate music.
(7) Go to the public library to choose recording of preferred music to bring home and enjoy with peers, family, or alone.
(8) Go to the store with a peer/s and choose recording to purchase.
(9) Play a melody on the piano.
(10) Finger a chord and strum a guitar.
(11) Play a melody and accompanying background and percussion using a computerized keyboard.
(12) Dance to age-appropriate popular in a manner similar to same-age typical peers.
(13) Verbally describe the differences between two dramatically different pieces of music.
(14) Appropriately sit through a concert of age-appropriate preferred music
(15) March in time with traditional marching music.
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If You Are Using COACH- 2,# The following COACH Activity Might Fall within this Academic.

SOCIALIZATION: #12, Reacts to objects, activities, and/or other people by displaying observable changes in behavior.
COMMUNICATION: #1, Expresses continuation or “more” #2, Makes choices when given options
LEISURE/RECREATION: #37, Engages in individual passive leisure activities; #38, Engages in individual active leisure activities; #39, Engages in passive leisure activities with others; #40, Engages in active leisure activities with others.
SELECTED ACADEMICS: #41, Reacts to objects, activities and/or interactions by displaying some observable change in behavior; #42, Directs and sustains attention to activity; #44 Differentiates/discriminates between various things; #46, Uses objects for intended purposes.

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

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

Following a snowstorm, groups of children will be asked to create a modern dance that expresses the movement, emotions, and feeling of a snowstorm.

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

(1) During the choreography of the snowstorm sequence, the student will respond to “yes” / “no” questions relating her preferences regarding the dance sequence.
(2) While sitting in her wheel chair, the student will hold and move small props as part of the presentation.
(3) The student will throw hands full of white confetti toward a strong fan to produce snow for the presentation.
(4) The student will perform an active role on the snowstorm presentation
(5) The student will accurately complete the steps/movements in her portion of the snowstorm sequence.

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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 independently put on her tights and leotard for the snowstorm presentation. [DOMAIN: personal management // TARGETED SKILLS: critical domestic activity] {COACH: PERSONAL MANAGEMENT #27}
(2) The student will follow two and three step verbal directions given by peers and adults in preparing for the presentation and during the presentation. [DOMAIN: personal management // TARGETED SKILLS: basic communication skill] {COACH: COMMUNICATION #7}
(3) The student will accept unexpected changes in routine without crying or biting her hand. [DOMAIN: personal management // TARGETED SKILLS: basic behavior skills] {COACH: SOCIALIZATION #17, #20}
(4)
(5)
Goal: Academic Expectation 1.15 (page 2) Movement

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

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<td>Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.</td>
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</table>

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

The students will create a video of young children expressing emotions, feeling, and intention through body movement, gestures, vocalizations, and facial expressions. They will present the video to a preschool class that will be enrolling a preschool child who uses nonverbal, non-symbolic forms of communication and demonstrate the power and effectiveness if nonverbal/non-symbolic forms of communication.

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

1. The student will review the video tapes produced by peers with a small group of peers and make choices as to her preferences of clear representations of emotions, feelings, and intentions.
2. The student will use picture communication symbols to identify the emotion, feeling, or intention being expressed by the young child on the video.
3. During observation and video-taping by a small group of middle school students in the preschool or daycare classrooms, the student will direct videographer's attention to the motor behavior of a young child that represented a feeling, emotion, or intent.
4. The student will appropriately video a preschool student who is engaging in movement behaviors that are representations of feeling, emotions, or intents.
5. The student will participate as a member of a small group making editing decisions related to the class video.

**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 keyboard, mouse, and software to create text slides and/or illustrations that organize the class video. [DOMAIN: personal management // TARGETED SKILLS: basic motor skill, critical vocational activities] (COACH; SOCIALIZATION #18, #19, SCHOOL #62)
2. The student will use a keyboard and computer to create the credits portions of the class video. [DOMAIN: personal management, vocational // TARGETED SKILLS: basic motor skill, critical vocational activities] (COACH, SOCIALIZATION #18, #19, SCHOOL #62)
3. The student will introduce herself to the adults in the preschool classroom by initiating a social interaction and handing them her I.D. card. [DOMAIN: personal management // TARGETED SKILLS: basic communication skills, basic social skills] (COACH; COMMUNICATION #6, SOCIALIZATION #13)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Students will attend a number of differing dance opportunities or dance performances throughout different cultures and regions of their community. Student will write how the differing forms of dance make them feel as participants and or performers. Students’ written responses to the differing dance forms should address emotion, cultural differences, historical differences, differences in regional expectation, and differences in the age of presentors ad the era of the dance form.

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 drawing of her perceptions of each dance presentation.
(2) The student will dictate a review of each dance presentation to a peer.
(3) The student will answer questions asked by a peer about the emotions, feelings and intents expressed by the various dance performances. The answers to the questions will be in 4 - 6 word sentences.
(4) The student will participate with the dancers on stage during or after the performance. The student will have the opportunity to experience the motion, the accompaniment, the interaction between, the dancers, and the energy of the performance.
(5) The student will make a movement presentation of her perceptions of each movement/dance performance.

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) With the assistance of a peer, the student will review the performing arts sections of the newspaper to find performance opportunities in the community. [DOMAIN: personal management // TARGETED SKILLS: basic functional academic skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #18, #19; APPLIED ACADEMICS #39, #40, #44}
(2) The student will dial the telephone, given the number orally by a peer, to contact individuals in the community that can help arrange and schedule dance performances. [DOMAIN: personal management // TARGETED SKILLS: basic functional academic skills] {COACH: COMMUNICATION #7, #39}
(3) The student will, with the assistance of a peer, move her wheel chair in the community and within the performance venues. DOMAIN: personal management // TARGETED SKILLS: [critical community activity] {COACH: #67}
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

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. Use a series of body motions and/or facial expressions to express joy, exuberance, enthusiasm.
2. Use a series of body motions and/or facial expressions to express refusal or rejection of an individual or activity.
3. Act out/pantomime an activity in which he participated in another classroom, or setting on or off the school campus.
4. Make a request for a certain activity or item using gestures/pantomime.
5. Move her body appropriately upon a verbal request for a specific movement by a peer or adult.
6. Move her body appropriately given a verbal request and model of the movement by a peer or adult.
7. Stand “behind” a peer given verbal request by a peer or adult.
8. Role from prone to supine in response to the verbal request of a peer to “roll over.”
9. Repeat a three-step sequence of movements, given a model by a peer.
10. Verbally define the emotion being expressed by a peer, using body motions, gestures, and facial expressions to convey an emotion.
11. Point to the appropriate picture communication symbol, black and white line drawing, that represents the emotion being expressed by actors in a video prepared by peers.
12. Participate in the choreography and presentation of a dance performance that represents being left out by or segregated from peers.
13. Make a presentation, using body movements, gestures, and facial expressions of what it would feel like to swim in the ocean.
14. Observe presentations of a variety of dance forms and expressions (e.g., ballet, folk, modern, jazz, ethnic, and popular) in a variety of settings throughout the community.
15. Participate on the stage with dancers in experiencing rhythmic ethnic dance forms.
16.
17.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

COMMUNICATION: #3, Make requests; #5, Expresses rejection/refusal, #7 Follows instructions; #11 Sustains communication with others; #24 Advocates for self.
SOCIALIZATION: #13 Responds to the presence and interactions of others.
LEISURE/RECREATION: #40, Engages in active leisure with others.
SELECTED ACADEMICS: #41, Reacts to objects, activities, and/or interactions by displaying some observable change in behavior #44, Differentiates/discriminates between various things.
SCHOOL: #65 Participates in small groups; #66, Participates in large groups.

EXAMPLE FOR ELEMENTARY LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.16: Students use computers and other technology to gather, organize, manipulate, and express information and ideas.

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

Small groups of students will work together using CD-ROM to create a visit to a zoo with pictures and written information on the natural habitat of each animal. Students will use the electronic encyclopedia and the Internet to gather information about zoo animals.

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 make choices regarding which pictures of animals she chooses to uses in their presentation.
2. The student will use an adapted keyboard and word processing software to copy a description of the habitat that she dictated to a peer.
3. The student will activate the program to navigate the CD-ROM “Visit to the Zoo.”
4. The student will listen to a peer reading from the electronic encyclopedia about an animal of his choice.
5. The student use a mouse to choose and click on a choice to direct the computer program to an animal of interest.

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 return her head to midline in an upright position within ten seconds when reminded by a friend when viewing items on the CD-ROM. [TARGETED SKILLS: motor skills, communication skills] (COACH: COMMUNICATION #7)
2. The student will work with a peer at the computer for 15 minutes without putting her hands into her mouth [TARGETED SKILLS: behavior skills, social skills] (COACH: SOCIALIZATION #18)
3. The student will point to the appropriate picture symbol on her communication board to answer the question, “What animal is this?” [TARGETED SKILLS: basic communication skills, functional academic skills] (COACH: COMMUNICATION #7, #10; SELECTED ACADEMICS #42, #46, #47)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>GOAL 1: Use Basic Communication and Mathematics Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Expectation 1.16:</strong> Students use computers and other technology to gather, organize, manipulate, and express information and ideas.</td>
</tr>
</tbody>
</table>

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

Create a data base to record information and critical observations about various recreational software/games including issues of use of violence, quality of graphic display, and accessibility and appropriateness for teens with disabilities.

**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 computer game using a single switch adaptation.
2. The student will use a "mouse" to make choices on an interactive age-appropriate instructional software.
3. The student will use traditional hardware to access and play a number of age-appropriate video games.
4. The student will dictate a critique/evaluation of the games tested.
5. The student will choose the game he likes the most after having the opportunity to play five different video games.

**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 stay on task for ten minutes while interacting with a computer game with no more than three verbal redirections. [TARGETED SKILLS: behavior skills, functional academic skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS, #42, #46, #55; SCHOOL #67}
2. Given the titles of five computer games on flashcards, the student will correctly read the name of each game. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #42, #47, #48}
3. The student will go to the video store with a peer, choose a video game, and rent the video. [TARGETED SKILLS: communication skills, social skills, critical community activities] {COACH: COMMUNICATION #2, #5, #7; SELECTED ACADEMICS #42, #44; COMMUNITY #73, #76}
4. 
5. 
GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.16: Students use computers and other technology to gather, organize, manipulate, and express information and ideas.

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

Students will compare the exploration being conducted by NASA using the Hubbell Telescope with the exploration being conducted by earthbound observatories. Students will access various CD-ROM, telecommunication resources and electronic resource sites to develop a multimedia presentation.

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

(1) The student will take photographs of his peers at work on this research project regarding astronomical observation.
(2) The student will use a graphic design software to develop background designs for explanatory text within his classmates’ multimedia presentation.
(3) The student will use a telescope to look at stars and planets with a peer in the evening at home.
(4) The student will go to the library with a peer, and make copies of newspaper and magazine articles on the Hubbell launch and progress.
(5) The student will follow written directions on how to access the NASA web site using the computer Internet access in the school library.

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 arrange with a peer to have the peer come to his home in the evening and use a telescope to explore the planets and stars. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activities] {COACH: COMMUNICATION #3, #8; SOCIALIZATION #13, #14, #15, #19; LEISURE/RECREATION #40}
(2) The student will make a presentation to his peers about using his telescope at home. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8, #9, #10, #11}
(3) The student will make a drawing from a model and/or illustrations of the Hubbell Telescope. [DOMAIN: recreation //leisure // TARGETED SKILLS: motor skills, critical recreation/leisure, ] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46; SCHOOL #67}
MORE IDEAS AND EXAMPLES:

### GOAL 1: Use Basic Communication and Mathematics Skills

**Academic Expectation 1.16:** Students use computers and other technology to gather, organize, manipulate, and express information and ideas.

**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. Operate scanning software accurately using a single switch to interact with a computer activity.
2. Use TTD to send and receive a telephone message.
3. Use a calculator to add a list of prices.
4. Use a calculator with an allotted amount to spend to deduct sales tax, each purchase, and then determine if he has enough money to make all purchases.
5. Use an on-off switch, volume, and tuning to independently operate a radio.
6. Independently complete an individualized task analysis to operate a VCR.
7. Use a camera to take pictures of peers.
8. Use an adapted keyboard and word processing software to copy a story dictated to a peer.
9. Using a stick held in his more able hand, find and strike the keys to write his name.
10. Complete each step in a teacher developed task analysis for accessing the Internet, with no more than verbal prompts from a peer.
11. Independently complete all steps to print item from computer.
12. Use a remote control unit to turn a TV on and off.
13. Find a requested channel on a variety of TV sets.
14. Use a manual control to operated an electric wheelchair.
15. Use a pressure switch to activated a radio.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

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

### GOAL 1: Use Basic Communication and Mathematics Skills

| Academic Expectation 1.5: | Students communicate ideas by **quantifying** with whole, rational, real, and/or complex numbers. |

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

As a part of a mathematics unit, students will bring collections of 100 objects (i.e., beans, baseball cards, pennies, to school. Students will discuss how various sets of 100 can be displayed and compare 100 to other amounts such as 1, 10, and 1000.

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

1. With the assistance of a peer, the student will prepare ten sets of ten objects.
2. The student will count 1-10 orally using a number chart.
3. The student will determine that two rolls of pennies equals $1.00.
4. The student will assist a peer in making a 10 X 10 grid chart of numerals 1 -100.
5. The student will count by 10s to 100.

---

### 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 manipulate glue stick to paste 100 one inch squares onto a sheet of graph paper with a 1" x 1" grid. [TARGETED SKILLS: motor skills, critical vocational skill] {COACH: SELECTED ACADEMICS #45, #46; SCHOOL #67; VOCATIONAL #81}
2. The student will sit and attend to each student's presentation of 100 objects. [TARGETED SKILLS: social skills, behavior skills] {COACH: SCHOOL #66}
3. The student will summon a peer to assist him with a task using a nonsymbolic form of communication. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #3, #4}
### ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS

**GOAL 1: Use Basic Communication and Mathematics Skills**

**Academic Expectation 1.5:** Students communicate ideas by **quantifying** with whole, rational, real, and/or complex numbers.

<table>
<thead>
<tr>
<th>A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will predict and confirm:</td>
</tr>
<tr>
<td>How many pennies in a quart of pennies?</td>
</tr>
<tr>
<td>How many nickels in a quart of nickels?</td>
</tr>
<tr>
<td>How many dimes in a quart of dimes?</td>
</tr>
<tr>
<td>Which quart holds the greatest amount of money?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will purchase quart Ball jars using next dollar strategy.</td>
</tr>
<tr>
<td>(2) The student will count sets of ten coins with a peer to determine the number of coins in one jar.</td>
</tr>
<tr>
<td>(3) Using a template and one to one correspondence, the student will create sets of ten coins.</td>
</tr>
<tr>
<td>(4) With the assistance of a peer, the student will use a calculator to determine the value of a set of nickels or dimes.</td>
</tr>
<tr>
<td>(5) The student will visual examine two sets of coins that obviously differ in quantity and point to the set that has more coins.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will manipulate coins, match coins and stack them. [TARGETED SKILLS: motor skills, functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #45, #46}</td>
</tr>
<tr>
<td>(2) The student will verbally identify any coin when shown the coin and asked to identify it by a peer. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #44}</td>
</tr>
<tr>
<td>(3) When counting coins, the student will stay on task for 20 minutes with no more than five verbal prompts. [TARGETED SKILL: behavior skills, critical vocational activity] {COACH: SCHOOL #67}</td>
</tr>
</tbody>
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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<td>Academic Expectation 1.5: Students communicate ideas by quantifying with whole, rational, real, and/or complex numbers.</td>
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</table>

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

Students will predict how many step different individuals will take from the classroom door to the library. They will formulate and test theories whether male or female, shoe size, or participation in athletics make a difference. They will gather data, construct a data display, and document findings.

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

1. When walkers arrive at library desk, the student will write the walkers shoe size and number of steps alongside the walker's name.
2. Given two shoe sizes, the student will determine which is larger using a vertical numeral sequence chart.
3. The student will count his own steps from the classroom door to the library with the assistance of a peer.
4. With a peer, the student will create descriptive bar graphs of data.
5. The student will walk ten steps, stop, and make a tally mark on his clipboard data sheet.

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 his preprogrammed electronic communication device, the student will ask each student his shoe size, and whether or not he participates in athletics. [TARGETED SKILL: basic communication skills] [COACH: COMMUNICATION #9, #12]
2. The student will write each students name on a chart, as spelled by the walker, check appropriate sex, athletics status, and write the shoe size [TARGETED SKILLS: communication skills, functional academic skills] [COACH: COMMUNICATION #7, #12; SELECTED ACADEMICS #42, #44, #46, #49]
3. The student will greet each walker, and make an appropriate casual remark about the activity, request information, and say “Thank you.” [TARGETED SKILL: basic communication skills] [COACH: COMMUNICATION #3, #6, #12; SOCIALIZATION #13, #14, #15, #18, #19]
Goal 1: Academic Expectation 1.5 (page 4)

Quantifying

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.5: Students communicate ideas by quantifying with whole, rational, real, and/or complex numbers.

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. State name of each numeral 0-20 when pointed to by peer in natural context.
2. Count 1-5 objects accurately when allowed to touch object while counting.
3. State the total number present when given two sets of objects.
4. Accurately use next dollar strategy when purchasing in the community.
5. Determine which of two prices is more expensive using a vertical numeral sequence chart.
7. Use the sign "more" to request one additional item.
8. Write numerals 1-10 given a model.
9. States which set has less members when given two sets of objects.
10. Correctly dial the number on a touch-tone telephone, given a telephone number on a card.
11. Give peer one to three objects upon request.
12. Place one to ten pennies in a line adjacent to a set of one to ten pennies to demonstrate one to one correspondence.
13. Rote count 1-10.
14. Make an action or expression of affirmation in response to the question “Do you want more?”
15. Put a set of card with numerals 1-20 in sequential order.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #51 Counts with correspondence; #52 Calculates; #53 Uses clocks; #54 Uses calendar.

### Goal 1: Use basic communication and mathematics skills

**Academic Expectation 1.6:** Students manipulate information and communicate ideas with a variety of computational algorithms.

<table>
<thead>
<tr>
<th>A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will play Scrabble. Each time students need to calculate the score of a play, they write an numerical algorithm expressing the calculation of the score (e.g., FROG on double word score represented as $(4+1+1+2) \times 2 = 20$).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will use the calculator to calculate the score from the written numerical algorithm.</td>
</tr>
<tr>
<td>(2) The student will use the calculator to calculate the score when a peer states the algorithm verbally step by step.</td>
</tr>
<tr>
<td>(3) Given an algorithm, the student creates a representation using manipulatives.</td>
</tr>
<tr>
<td>(4) The student adds two numerals (1 through 9) using mental arithmetic.</td>
</tr>
<tr>
<td>(5) The student will add a series of 3 digits using manipulatives.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>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:</th>
</tr>
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<tbody>
<tr>
<td>(1) When players need to replenish their tiles, they will ask the student for one to seven tiles and the student will put the correct number into their hand. [TARGETED SKILL: functional academic skills; motor skills] {COACH: COMMUNICATION #7, SOCIALIZATION #19, #20; RECREATION/LEISURE #38; SELECTED ACADEMICS #51}</td>
</tr>
<tr>
<td>(2) The students will pick up one tile using pincer grasp and place it on a rack. [TARGETED SKILL: basic social skill, basic motor skill] {COACH: SOCIALIZATION #20}</td>
</tr>
<tr>
<td>(3) The student read the letter on the each tile as it is placed on the board. [TARGETED SKILLS: functional academic skills] {COACH: APPLIED ACADEMICS #47}</td>
</tr>
</tbody>
</table>

| (4) |
| (5) |
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use basic communication and mathematics skills

Academic Expectation 1.6: Students manipulate information and communicate ideas with a variety of computational algorithms.

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

Students will plan, open, and operate a soft-serve ice cream sundae concession during lunch. In planning the effort, the students will calculate the cost of equipment rental, survey peers to establish need/desire for service, determine size of serving, determine price, decide upon toppings and their cost, determine cost per cup/cone, estimate profit per week. Student will decide whether to open the business.

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 a calculator to make calculations verbally defined by a peer.
(2) The student will accurately read a numerical algorithm written by a peer.
(3) The student will accurately use a calculator to calculate a numerical algorithm written by a peer.
(4) The student will write a numerical addition algorithm dictated by a peer.
(5) The student will use manipulatives to calculate a one digit minus one digit algorithm.

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 go to three local stores and price a list of potential toppings. [TARGETED SKILLS: functional critical community activity, functional academic skill] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20, #22; PERSONAL MANAGEMENT #36; SELECTED ACADEMICS #42, #47, #49}
(2) The student will assist a peer in tallying market surveys. [TARGETED SKILLS: social skills, communication skills, functional academic skills] {COACH: COMMUNICATION #7, #9; SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44, #51; SCHOOL #65}
(3) The student will present the results of the market survey to peers using his preprogrammed electronic communication device. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #11}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use basic communication and mathematics skills

Academic Expectation 1.6: Students manipulate information and communicate ideas with a variety of computational algorithms.

Interview a committee from Habitat for Humanity to study the calculations that go into planning the building of a Habitat home for a family in their community. Student will explore the calculations involved in the purchase of property, purchase of material, administrative costs, issues of financing for the home buyer and other expenses in the process. Student will study efforts made to keep cost down.

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 a calculator to make calculations defined by a peer.
(2) The student will accurately read a numerical algorithm written by a peer.
(3) The student will accurately use a calculator to calculate a numerical algorithm written by a peer.
(4) The student will write a numerical addition and/or subtraction algorithm dictated by a peer.
(5) The student will use a calculator to make multiplication and division calculations defined by a peer as a written numerical algorithm.

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 his preprogrammed electronic communication device to ask a question of Habitat staff. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #12}
(2) With the help of a peer, the student will access Habitat for Humanity on the Internet to gather information about the national impact of their efforts and report his findings to peers. [TARGETED SKILLS: motor skills, communication skills, functional academic skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #46, #47, #55}
(3) The student will operate a VCR to show a video that presents a national overview of Habitat for Humanity. [TARGETED SKILLS: motor skill, critical recreation/leisure activity] {COACH: SOCIALIZATION #19, #20; LEISURE/RECREATION #37}

(4)
(5)
GOAL 1: Use basic communication and mathematics skills

Academic Expectation 1.6: Students manipulate information and communicate ideas with a variety of computational algorithms.

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. Count the sum of two sets of objects.
2. Manipulate objects to represent the subtraction of one single digit number from another single digit number.
3. Develop a representation of a single digit by single digit multiplication algorithm defined in written form.
4. Appropriately use the appropriate to calculate the amount of flooring needed for a given room.
5. Use a calculator to add a series of digits, given the sequence of digits in algorithm format.
6. Match the process sign on the calculator to the process sign in an algorithm.
7. State whether to add or subtract, when given an oral, one step real life situation requiring either addition or subtraction.
8. Use a calculator to determine how much sales tax will be charged on a given purchase under $10.00.
9. Use calculator to calculate the sale price of an item marked, “25% off.”
10. Develop a representation of a linear numerical division algorithm, given a set of objects.
11. Use paper and pencil to calculate two digit by two digit addition problems without carrying.
12. Given an addition real life word problem, the student will write the appropriate algorithm.
13. Estimate the total of two numbers, then use manipulatives to confirm estimate.
14. Calculate the time five hours in the future.
15. Accurately read a numerical algorithm written by a peer.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

APPLIED ACADEMICS: # 52, Computes numbers.

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.7: Students organize information and communicate ideas by visualizing space configurations and movements.

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

Students will draw a proportional floor plan of their home at school. Then, students will go home and with the use of a yardstick or measuring tape draw another proportional floor plan. Students will report to a group of peers how the two drawings differed, what they forgot, and what was the hardest to visualize.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

(1) The student will draw a picture of the front of his house and take a picture of the front of his house
(2) The student will describe how his visualization/drawing differs from the photograph.
(3) The student will draw a picture of the floor plan of her bedroom.
(4) The student will name all the rooms in her house and what is done in that room.
(5) The student will identify a photograph of her bedroom from a set of children’s bedroom photographs.

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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 and attend to the presentation of drawings. [TARGETED SKILLS: social skill, behavior skill] {COACH: SOCIALIZATION #13; SCHOOL #66}
(2) The student will present his drawing in a clear concise manner. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #10, #11}
(3) The student will trace and color a depiction of the front of his home drawn from the photograph by a peer. [TARGETED SKILLS: social skills, motor skills] {COACH: SOCIALIZATION #19; SELECTED ACADEMICS #41, #42, #44; SCHOOL #67}

(4)

(5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

**GOAL 1: Use Basic Communication and Mathematics Skills**

| Academic Expectation 1.7: | Students organize information and communicate ideas by visualizing space configurations and movements. |

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

Students will bring a wind-up toy to school and draw the inner mechanism of the toy by envisioning the operating mechanism within the toy. Students may not open, damage, or destroy the toy. just theorize and visualize.

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

1. The student will envision and draw her perceptions of the inner workings of the toy.
2. The student will observe the toy, put it into a box and then make a drawing of the toy within the box (without looking at the toy again).
3. The teacher will put three toys in a box one at a time. Then she will take two out, one at a time. The teacher will then ask the student, “Which toy is left in the box. The student will name the toy left in the box.
4. A peer will put individual boxes over three toys sitting upon the table in full view of the student and then ask, “Where is the ____?” The student will point to the appropriate box.
5. The teacher will hide a toy somewhere in the classroom but out of view. A peer will ask the student “yes” / “no” questions to locate the hiding place. The student will use communicative gestures to answer “yes” or “no” accurately.

**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 reach and grasp the wind up toy pointed to by a peer who says, “pick up this one.” [TARGETED SKILLS: communication skills, motor skills. ]  {COACH: COMMUNICATION #7// SELECTED ACADEMICS #42, #44}
2. The student will hold her head up and visually track the peer walking around the room looking for the toy. [TARGETED SKILLS: motor skills, sensory skills, social skills]  {COACH: COMMUNICATION #10; SOCIALIZATION #13; SELECTED ACademICS #41, #42}
3. The student will indicated “more” in a symbolic or recognizable nonsymbolic manner in response to question “Do you want to do this again?” [TARGETED SKILLS: communication skills, social skills]  {COACH: COMMUNICATION #1; SOCIALIZATION #13; SELECTED ACADEMICS #41, #44}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>GOAL 1: Use Basic Communication and Mathematics Skills</th>
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<tbody>
<tr>
<td>Academic Expectation 1.7: Students organize information and communicate ideas by visualizing space configurations and movements.</td>
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</tbody>
</table>

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

Students will research the construction of roller coasters on the Internet and by interviewing representatives of manufacturers. Students will complete a graphic drawing of the roller coaster at a regional amusement park and create a model. Then, students will estimate the length, weight, and speed requirements of the roller coaster. Students will then check to see if the original plans and specifications are available.

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

1. With peer support, the student will research the construction of roller coasters on the Internet and at the library.
2. The student will assist a peer in taking photographs of the roller coaster.
3. The student will make a drawing of his perception of the roller coaster after an on-site visit to observe the roller coaster.
4. The student will ask questions of a mechanical/instructional engineer involved in the planning and construction of roller coasters.
5. The student will assist a peer in constructing a model of the roller coaster from wood or clay, flexible metal wire, etc.
6. The student will verbally describe the roller coaster that she observed and photographed.

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 dial a telephone given the phone number written on a card so that a peer might set up an interview with a individual involved in roller coaster construction. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADMICS #46, #47; HOME #63; COMMUNITY #80}
2. The student will work successfully as a contributing member of a group constructing a model of the roller coaster. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #3, #7, #9; SOCIALIZATION #19, #20, #23; SCHOOL #65}
3. When at the amusement park, the student will complete all the steps in a task analyses for purchasing a drink or snacks at a vending machine and or refreshment stand [TARGETED SKILL: critical community skills] {COACH: SOCIALIZATION #19; COMMUNITY #76, #77}
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.7: Students organize information and communicate ideas by visualizing space, configurations and movements.

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. Give oral directions from her classroom to the office.
2. Draw a picture of her home.
3. Respond to her mother’s voice, when her mother enters the room and speaks.
4. Walk to the girls bathroom down the hall independently.
5. Name five objects found in her classroom when she is not in the classroom.
6. Uses Picture Communication Symbols (Mayer-Johnson) to denote family members on her communication board.
7. Use a picture recipe to make Jell-O salad.
8. Complete a vocational task (e.g. clean and make-up motel room, prepare salad, assemble pens, package colored markers in sequence), using a sequence of pictorial cues.
9. Draw a sequence of illustrations depicting the steps in the completion of an in school job (e.g., delivering attendance slips, dusting library shelves, sorting silverware).
10. Dictate the steps in making a bologna sandwich.
11. Write the directions from the classroom to the gym.
12. Look in the appropriate direction when asked, “Where is your coat?”
13. Demonstrate object permanence (i.e., knows that objects still exist when they are out of sight), for example, cookies still exist after they have been put away in the cabinet.
14. Make a choice between three black and white drawings/picture symbols on cards that represent activities and then take the chosen card to the place in the classroom/school where that activity occurs.
15. Assist a peer in drawing a scheme for a handicapped accessible playground.

COACH* Activities within this Academic Expectation:

COMMUNICATION #7, Follows instructions #8, Comments/ describes
VOCATIONAL: #89, Follows schedule of work activities.

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

**GOAL 1: Use Basic Communication and Mathematics Skills**

**Academic Expectation 1.8:** Students gather information and communicate ideas by **measuring**.

<table>
<thead>
<tr>
<th>A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct a paper kite from dimensions defined in a book on kite construction. Use ruler, yardstick, tape measure and protractor to establish lengths and angles.</td>
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<table>
<thead>
<tr>
<th>B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Given a point on a line, the student will measure a given distance and place another point on the line that distance away from the first point (measure to 1” intervals).</td>
</tr>
<tr>
<td>(2) The student will accurately measure and construct a line from 1/2” to 12” at any 1/2” interval.</td>
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<tr>
<td>(3) The student will point to a specific numeral on the ruler in response to a peer request.</td>
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<tr>
<td>(4) The student will measure the length of a piece of wood using a yardstick.</td>
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<tr>
<td>(5) The student will appropriately answer the question, “What do you do with a ruler?”</td>
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<tr>
<th>B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will accurately cut along a 12” line which is drawn with a 1/4” wide marker. [TARGETED SKILLS: basic motor skill, basic behavior skills] {COACH: COMMUNICATION #19; SELECTED ACADEMICS #42, #44, #45, #46; SCHOOL #67}</td>
</tr>
<tr>
<td>(2) The student will use watercolors to decorate the paper kite. [TARGETED SKILLS motor skills, critical recreation /leisure activities] {COACH: COMMUNICATION #7, SOCIALIZATION #19, SELECTED ACADEMICS #41, #42, #44, #45, #46; SCHOOL #65, #67}</td>
</tr>
<tr>
<td>(3) The student will use her personalized stamp to put her name on her kite. [TARGETED SKILLS: basic motor skills] {COACH: SELECTED ACADEMICS #49}</td>
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<td>(4)</td>
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<td>(5)</td>
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</table>
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills
Academic Expectation 1.8: Students gather information and communicate ideas by measuring.

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

Recreate the navigational technology used by the early explorers of the New World. Construct a globe with documentation of the navigational activities if the explorers. Master measuring instruments uses in that period and those used today to measure distance, longitude, and latitude.

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

1. The student will use a template to measure and then cut pieces of newsprint into three-inch squares to be used to construct the globe (paper mache).
2. The student will use a tape measure to measure the circumference of the globe to the nearest inch.
3. The student will state which of two pieces of paper is longer.
4. The student will accurately answer the question, “Is this piece of paper three inches long?” when a peer manipulates the paper and ruler to measure the paper.
5. Given two jars of paint, the student will point to the jar that has more paint.

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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 verbally describe the process of constructing the globe, when she is given a series of photographs of the construction process. [TARGETED SKILLS: basic communication skills] {COACH: COMMUNICATION #10, #11}
2. The student will react by exhibiting change in activity, expression, and vocalization to interaction and proximity with peers as they construct the globe. [TARGETED SKILLS: social skills, communication skills] {COACH: SOCIALIZATION #13, #14, #17 SELECTED ACADEMICS #41, #42, #43}
3. The student will graciously accept assistance from a peer while constructing the globe. [TARGETED SKILLS: basic social skills] {COACH: SOCIALIZATION #19}
4.
5.
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills
Academic Expectation 1.8: Students gather information and communicate ideas by measuring.

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

Work with a developer to propose plans to subdivide a piece of property with differing home densities, road placements, and lot designs. Construct a model of the proposed subdivision.

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

1. The student will measure the distance between to points on the plan to the nearest 1/2 ".
2. The student will measure and record a given distance using a rotary analog distance measuring device.
3. The student will use a circular-faced watch to determine how many minutes it takes to walk around the proposed subdivision.
4. The student will measure 100 feet using a 10 foot tape measure.
5. The student will point to the numerals on a ruler as a peer counts 1 - 12.
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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 a ruler as a number line, the student will state the answers to subtraction problems with numbers 1 - 12. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #47, #51, #52}
2. The student will be a successful group member of a small group assigned to stake out and encircle a 100’ x 75’ lot with surveyors’ tape. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #19, #20; SCHOOL #65}
3. The student will walk on uneven terrain for ten minutes with a peer holding her hand. [TARGETED SKILLS: motor skills, social skills] {COACH: SOCIALIZATION #18, #19}
4. 
5. 
MORE IDEAS AND EXAMPLES:

<table>
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<td>Academic Expectation 1.8: Students gather information and communicate ideas by <strong>measuring</strong>.</td>
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</table>

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. Point to numeral on clock face when numeral given verbally.
2. State if small hand is before or after the given hour.
3. Measure and state the lengths of strips of paper cut at 1/2" interval (1/2" - 12") using a ruler.
4. Read digital time from a digital clock.
5. Count sets of nickels and pennies from 1 to 25 cents.
6. Count sets of dimes from $.10 to $1.00.
7. Read a vertical thermometer and state if she needs a sweater or coat to go outdoors.
8. Set a circular faced alarm clock for a given wake-up time.
9. Set time on a digital clock.
10. Set time to the minute on a circular faced clock.
11. Cut a strip of paper to a length of a model (template).
12. Estimate the length of a line 1" - 12".
13. Use a measuring cup to measure one cup of water.
15. Use a tape measure to measure the width of a window.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #51 Counts with correspondence.

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

#### GOAL 1: Use Basic Communication and Mathematics Skills

**Academic Expectation 1.9:** Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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

Students will observe a variety of quilts. Students will create fabric patterns with markers or chalks on construction paper. Students will cut shapes from their "fabrics" and create a series of quilt blocks.

#### 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 the quilt pattern of a peer with precut pieces of “fabric” to be pasted onto a lined template.
2. The student will create a repetitive fabric pattern onto a piece of construction paper using rubber stamps and multi-colored stamp pads.
3. Given a piece of construction paper with a 1" grid, 1" paper squares in two colors, glue, and a model, the student will create a checker board pattern.
4. The student will paste precut construction paper shapes into matching outlines spaces on a piece of paper (i.e., a pseudo-form board).
5. The student will create a linear pattern by sequencing three different colored squares in order around the circumference of a large circle.

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#### 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 scissors to cut out shapes on lines drawn with a 1/4” marker [TARGETED SKILLS: communication skills, motor skill] {COACH: SCHOOL # 67; SELECTED ACADEMICS: #42, #44, #45, #46}
2. The student will name the colors on the quilt blocks of peers. [TARGETED SKILLS: basic communication skills, functional academic skills] {COACH: COMMUNICATION #10}
3. The student will assist peers in cleaning the classroom upon the completion of the quilting task. [TARGETED SKILLS: social skills, critical vocational activity] {COACH: SOCIALIZATION #19, #20; SCHOOL #61, #62; VOCATIONAL #74}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.9: Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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

Students will keep a journal of ways that they have used inductive reasoning (i.e., specific cases --> generalization) and deductive reasoning (i.e., general rule --> specific case) in school, at home, and in the community. Students will share their experiences by creating a hall display that makes all students more aware of the daily application of inductive and deductive reasoning.

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

1. The student will observe adults and peers and predict what activity comes next based upon classroom routine (e.g., lunch, music class, physical therapy, going home).
2. The student will use a picture schedule to organize this day and predict which activity comes next.
3. The student will follow the appropriate class rule in specific school situations.
4. The student will state and appropriate safety rules when asked to cross streets in the community.
5. Working with a peer or peers, the student will create a journal of examples of his inductive and deductive reasoning.

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 appropriately answer the question, “Why did you do that?” in situations when his behavior is obviously rule driven. [TARGETED SKILLS: basic communication skills] {COACH: COMMUNICATION #10, SCHOOL #69}
2. The student will graciously accept verbal cues from peers to maintain appropriate and safe behavior in school or on the school campus [TARGETED SKILLS: behavior skills, social skills] {COACH: SOCIALIZATION #19, SCHOOL #69}
3. The student will use an adapted keyboard with assistance to copy an entry for his inductive/deductive reasoning journal [TARGETED SKILLS: basic motor skills, functional academic skill] {COACH: SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #55; SCHOOL #67}

(4) (5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.9: Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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

Students will explore the dynamics of the placement of groceries, products, and classes of products in major grocery stores. Some groups will observe various grocery stores and attempt to determine the strategies, general rules and rationale for the placement of items in the store. These groups will be using inductive reasoning. Other groups will research the general rules and rationale before going into local grocery stores and deduce (predict) where items will be found in local stores. The groups will analyze the reasoning processes to determine what are the relationships, patterns, variations, and unknown factors to be considered in inductive and deductive reasoning.

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

(1) The student will work with a peer to observe the placement of items in the grocery store and construct a map of a store.
(2) The student will find three specific items in four different grocery stores, record where they were found, and determine if there is a pattern to their placements.
(3) The student will state why he believes a certain item is placed in the checkout lane.
(4) The student will choose a picture-symbol that categorizes a certain area of the grocery store (e.g., dairy, frozen foods, produce).
(5) Upon entering a variety of stores in the community, the student will appropriately answer the question, “Is this a grocery store?” using a head nod for “yes” or “no.”

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 demonstrate socially acceptable behavior when in the community and in the grocery store. [TARGETED SKILLS: social skills, behavior skills] [COACH: SOCIALIZATION #17, #18]
(2) The student will choose a snack item to purchase. [TARGETED SKILLS: basic communication skill] [COACH: COMMUNICATION #2, #7]
(3) The student will establish eye contact and greet the checkout person when purchasing an item. [TARGETED SKILLS: communication skills, social skills] [COACH: COMMUNICATION #6; SOCIALIZATION #14, #17]
MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.9: Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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) Find examples of rectangles in the school, nature, or the community.
(2) Demonstrate that he knows an object still exists when it is out of view.
(3) Construct a product from a number of parts that must be assembled in order.
(4) Follow a daily picture schedule.
(5) Predict which activity comes next in the school day based on experience with his daily schedule, without looking at the schedule.
(6) Observe the teacher preparing for lunch and demonstrate his awareness that he will soon eat.
(7) Demonstrate that he expects a response from a favorite toy when he activates the switch.
(8) Gather his books and move to the next class when the bell rings.
(9) Assemble a jigsaw puzzle.
(10) Match and fold pairs of socks.
(11) Implement a solution to an unforeseen problem occurring on the job.
(12) Predict where an item might be found in the classroom.
(13) Follow the sequence of steps to access computer software.
(14) Demonstrate the use of strategies to improve his score/level on a computer action game.
(15) Use a mnemonic device to recall an important list of items/facts.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

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

Goal 2: Apply Core Concepts and Principles
Academic Expectation 2.7: Students demonstrate understanding of number concepts.

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

Student will measure three cups of 10 different grocery ingredients (i.e., rice, beans, oatmeal, flour, salt) and place appropriate quantity of the ingredient in a freezer bag. Small groups will estimate the weight of each bag, measure the accurate weights in ounces/pounds and grams, and develop a chart of the weights in ascending order.

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

(1) The student will accurately measure three cups of a staple.
(2) The student will assist peers in the preparation of the chart of ingredients by typing labels with the weight of each bag from a model.
(3) Given verbal directions by a peer, the student will weigh a bag and read the weight of the bag from the digital display on the scale.
(4) The student will put individual metric weights on the second pan to balance a bag of grocery ingredients.
(5) Given two bags with a significant difference in weight the student will indicate which bag weighs more (“Which bag is heavier?”)

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 attend to and participate in the small group activity of preparing and weighing the bags. [TARGETED SKILLS: social skills, behavior skills] (COACH: SOCIALIZATION #14; SCHOOL, #60)
(2) The student will purchase the ingredient at the local grocery store with peers as part of community based instruction. [TARGETED SKILLS: critical community activity, communication skills, functional academic skills, social skills] (COACH: COMMUNICATION: #2, #3, #6, #7, #9, #10; SOCIALIZATION #12, #13, #16, #17, #18, #21; SELECTED ACADEMICS #39,#50; COMMUNITY #69)
(3) The student will read the digital scale and press the correct numeral on a verbal output communication system to state the weight of a given bag. [TARGETED SKILLS: functional academic skills, communication skills] (COACH: COMMUNICATION #2, #7, #9; SELECTED ACADEMICS #39)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

Goal 2: Apply Core Concepts and Principles
Academic Expectation 2.7: Students demonstrate understanding of number concepts.

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

Small groups of students will create a board game for primary students that addresses the following skills:
(a) numeral recognition 1-12
(b) moving a marker 1-12 spaces accurately
(c) grouping sets of objects
Determine that the game is consistently played to completion in an average of 20 to 30 minutes.

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

(1) The student will accurately move a marker 1 - 12 spaces.
(2) The student will count sets of five objects by touching each object as he counts orally
(3) The student will use a ruler to divide a 12” line into 1” segments.
(4) Given a numeral one to three and no verbal or gestural cues, the student will move a game piece the proper number of spaces.
(5) Upon verbal request, “Give me one marker,” the student will give the student one marker and stop.

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 marker to assist in the coloring of the gameboard. [TARGETED SKILLS: communication skills, fine motor skill, critical recreation/leisure activity, vocational skill] {COACH: COMMUNICATION #2, #7, #18, #19, #22; SCHOOL #62, VOCATIONAL #74}
(2) The student will appropriately participate in the playing of the game and appropriately take his turn for up to 30 minutes. [TARGETED SKILLS: communication skills, social skills, functional academic skills, recreation/leisure activity] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #23; LEISURE/RECREATION #38 SELECTED ACADEMICS #39, #45, #60}
(3) The student will use a scissors to cut construction paper shapes by cutting within 1/2” of a 1/4” line drawn with a felt marker. [TARGETED SKILLS: motor skills, communication skills, behavior skills] {COACH: COMMUNICATION #7, SOCIALIZATION #18, #19; SCHOOL #62}
### ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS

#### Goal 2: Apply Core Concepts and Principles

**Academic Expectation 2.7:** Students demonstrate understanding of number concepts.

<table>
<thead>
<tr>
<th>A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate the amount of paint needed to create a specific geometric or linear display throughout the hallways of the school. Complete the project and document the accuracy of the predictions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will assist a peer in using a meter stick to measure and outline sections of the graphic design onto the walls with masking tape.</td>
</tr>
<tr>
<td>(2) The student will count out and inventory sets of work supplies used to paint the hallways (paint brushes, cans of paint).</td>
</tr>
<tr>
<td>(3) The student will record the daily paint and brush inventory.</td>
</tr>
<tr>
<td>(4) The student will find the denotation of the quantity of paint on the label of the paint can.</td>
</tr>
<tr>
<td>(5) The student will use empty quart and gallon paint cans to determine how many quart in a gallon.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will clean water-based from paint brushes with the assistance of a peer. [TARGETED SKILLS: communication skills, social skills, critical vocational skill] {COACH: COMMUNICATION: #2, #3, #7; SOCIALIZATION #18, #19, #21; SCHOOL #62; VOCATIONAL: #75, #78, #79, #80, #81}</td>
</tr>
<tr>
<td>(2) The student will activate different keys on a preprogrammed communication device to provide encouragement and compliments to peers working on the painting project. [TARGETED SKILLS: communication skill, social skill] {COACH: COMMUNICATION #6, #8; SOCIALIZATION #13}</td>
</tr>
<tr>
<td>(3) With the assistance of a peer, the student will stir paint with a paint stick. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical vocational activity] {COACH: COMMUNICATION #2, #3, #7; SOCIALIZATION #18, #19, #21; SCHOOL #62; VOCATIONAL #75}</td>
</tr>
</tbody>
</table>
MORE IDEAS AND EXAMPLES:

<table>
<thead>
<tr>
<th>Goal 2: Apply Core Concepts and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Expectation 2.7: Students demonstrate understanding of number concepts.</td>
</tr>
</tbody>
</table>

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. Count from 1 through 10 orally.
2. Roll two dice and move the appropriate number of squares on a game board.
3. Identify numerals on signs in the community when they are pointed to by a nondisabled peer.
4. Manipulate the hour hand to a teacher designate hour, using a rotary clock.
5. Read the time on a digital clock.
6. Keep score for a baseball game with a peer by placing the correct numerals in the correct innings on the scoreboard.
7. Accurately measure 1/4 cup, 1/2 cup, 3/4 cup, 1 cup and 2 cups of rice.
8. Write his telephone number.
9. State today’s date, yesterday’s date and tomorrow’s date, using a monthly calendar.
10. Select the appropriate time and power on a microwave, following the directions on the package.
11. Will accurately count one to five objects without touching them and state the correct answer verbally.
12. Accurately count a set of one to ten objects by touching and/or moving each object and then pointing to the correct numeral on a communication board.
13. Correctly raise one or two fingers when given sets of one and two objects.
14. Give one straw to each student in preparation for lunch.
15. Give the teacher the correct number of object when the teacher requests a set of one to five objects.

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

**SELECTED ACADEMICS:** #45, Counts with correspondence; #46, Computes numbers; #47, Uses clock; #48, Uses calendar; #49, Uses measurement tools; #50 Uses money; #51, Uses telephone.

## GOAL 2: Apply Core Concepts and Principles

**Academic Expectation 2.8:** Students demonstrate understanding of concepts related to mathematical procedures.

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

Students will construct a globe that depicts the times zones of the earth and find at least one city, country, or island in each time zone. Students with then write equations to determine times at different locations, given the time in another location in another time zone. (7:00 p.m. + 3 hours = 10:00 p.m.)

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

1. The student will assist a group of peers in creating a globe using heavy pliable wire to construct the globe and paper to create the spherical surface.
2. The student will operate a model clock to demonstrate that the large hand makes one revolution each hour.
3. With the assistance of a peer, the student will use the globe to count the zones between two cities and write an equation representing the calculation.
4. Measure and cut a piece of wire to a given length by measuring with a ruler or yardstick.
5. Use one to one correspondence to count out a specific number of pieces given a model or jig.

### 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. Given a rotary clock with time at the exact hour, the student will correctly state the time. **[TARGETED SKILLS: functional academic skills]** {COACH: SELECTED ACADEMICS: #53}
2. The student will use the IntelliKeys program to type a list of materials needed to construct and paint the globe. **[TARGETED SKILLS: motor skills, functional academic skills]** {COACH: SELECTED ACADEMICS #47, #53}
3. The student will complete all the steps in a teacher developed task analysis to find and purchase the items needed for the time zone project at Kmart with no more than verbal and gestural cues. **[TARGETED SKILLS: communication skills, social skills, behavior skills, functional academic skills, critical community activity]** {COACH: COMMUNICATION #2, #3, #6, #7, #8, #9, #10, #11; SOCIALIZATION: #13, #14, #17, #18, #19, #20, #22, #24; COMMUNITY #76}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.8: Students demonstrate understanding of concepts related to mathematical procedures.

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

Students will use box scores and sports page data and information provided in the Sporting News to keep individual and team statistics on individual players and teams in a minor league baseball league in the Appalachian, our Southern region.

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 a calculator to calculate the batting average on an individual ball player with the assistance of a peer who dictates numbers and processes.
2. The student will locate the number of “at bats” and hits of an individual player.
3. The student and a peer will determine which player has the highest batting average on the local team.
4. The student will compare the pitching results to determine which player has the lowest earned run average.
5. Given two numerals, the student will use a vertical number line to determine which number is greater.

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 name of his favorite player in the box score by matching the names to the name written on a card. [TARGETED SKILLS: Communication skills, functional academic skills] {COACH: COMMUNICATION #2, #7; socialization #19; leisure recreation #38; selected academics #44, #46, #47, #48/}
2. The student will purchase a newspaper from a vending box. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #77}.
3. The student will find the date on the heading of the newspaper. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #43, #47}.
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.8: Students demonstrate understanding of concepts related to mathematical procedures.

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

Students will devise a survey/questionnaire to gather the data they need to determine the automobile make and model that is most economical to operate in their community. After gathering data from car owners they will calculate and compare mileage per gallon, operating and repair costs. They will contact insurance adjusters to fine out repair costs and accident damage. Students will reach conclusions based on their calculations and comparisons.

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 a calculator to add two three-digit numbers.
(2) The student will write a subtraction problem in an appropriate manner to do a manual calculation, given an oral description of a subtraction process.
(3) Given two numerals, the student will use a vertical number line to state which numeral is greater.
(4) The student will do two digits by two digit subtraction problems without regrouping (borrowing).
(5) The student will do a one digit by one digit multiplication by drawing the sets of objects and counting.

(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 demonstrate a change in behavior, activity level, or facial expression when visiting a new car dealership [TARGETED SKILLS: social skills, behavior skill] [COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41]
(2) The student will independently clean up her work station and return manipulative and calculator to their places [TARGETED SKILLS: critical school activity] [COACH: SCHOOL #67, #68, #69; VOCATIONAL #81]
(3) The student identifies numeral zero through nine by pushing the right button on a calculator when he is given the numeral orally. [TARGETED SKILLS: communication skills, functional academic skills] [COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #47].

(4)

(5)
GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.8: Students demonstrate understanding of concepts related to mathematical procedures.

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. Put one block in each of five cups.
2. Write the correct algorithm given a worksheet pictorially depicting five addition algorithms with totals less than ten.
3. A student will direct the actions of two to five individuals to act out and algorithm (equation) depicting an addition process with a total no more than five.
4. Create a model of an addition process when given an addition algorithm (equation) with a total 1 - 10.
5. Demonstrate the “next dollar strategy” up to a purchase price of $9.99 in the classroom with flashcards depicting the purchase prices and representations of one dollar bills.
6. Use the next dollar strategy to purchase items costing no more than $4.99 in the community with no more than verbal cues.
7. Manipulate two sets of objects, with differing numbers of objects in each set, to establish one to one correspondence, and then state which set has more objects.
8. Solve a subtraction problem in real life situation, beginning with no more than 5 objects present, by counting the objects as the adult provides the organization of the task with verbal cues.
9. Use a calculator to add a list of five prices from $.50 to $2.50.
10. Verbally express the result of taking one away from a set of five to ten objects or people.
11. Accurately use a calculator to complete a work sheet with 10 two-digit addition and subtraction problems with total of no more than fifty.
12. Use a single switch to activate software that asks the student to solve addition and subtraction problems with total no more than eight.
13. Construct a visual representation of a one digit by one digit multiplication problem using 3/4” adhesive dots.
14. Count out sets of ten dollar bills to correctly give a peer $10 to $100 as requested.
15. Count sets of pennies, nickels, dimes, and quarters that total 1 - 99 cents.
16.
17.
18.
19.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

APPLIED ACADEMICS: #51, Counts with correspondence; #52, Calculates; #53, Uses clock; #54 Uses calendar.

## GOAL 2: Apply Core Concepts and Principles

**Academic Expectation 2.9:** Students demonstrate understanding of concepts related to space and dimensionality.

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

Create a series of posters for the preschool classroom that denote the meanings of prepositions and adjectives that relate to size and spatial relationships – in, on, under, above, around, behind, in front of, small, smaller, smallest, 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 sequence five precut circles in ascending order based upon size.
2. The student will place pictures of animals, implements, and people on a schematic drawing of a farm on a green piece of poster board according to the verbal direction of the teacher (e.g., “Put the cow inside the fence,” “Put the boy behind the house.”)
3. The student will follow two step directions that include a spatial concept word in each step.
4. The student will calculate the length of ribbon needed to create a border around a poster using a ruler and a calculator.
5. Upon request, the student will draw a right triangle, a rhombus, trapezoid, and a parallelogram.

### 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 scissors to cut construction paper into shapes drawn with 1/4” markers. [TARGETED SKILLS: communication skill, motor skill, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46; SCHOOL #67}
2. The student will create captions for her poster by copying a hand written model of the caption using a computer word processing program. [TARGETED SKILLS: communication skills, functional academic skills, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #22; SELECTED ACADEMICS #42, #44, #46, #47, #48, #49, #55; SCHOOL #67}
3. The student will follow written directions to create a three dimensional representation of a cube. [TARGETED SKILLS: communication skills, functional academic skills, critical school activity] {COACH: SELECTED ACADEMICS #42, #46, #48}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

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

Create a model of a soccer field on a piece of poster board and, then, lay out stakes and twine to construct a soccer field on school grounds.

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

1. The student will create a rectangle with square corners using a right angle, pins, ruler, and a ball of twine.
2. The student will use a ruler to measure ribbon to the nearest quarter inch from one inch to 36 inches.
3. The student will sort a set of shapes into squares, rectangles, and other four-sided shapes.
4. The student will construct and compare a one yard rod and a one meter rod and compare the two measuring instruments.
5. The student will place two stakes 100 meters apart and two stakes 100 yards apart using a metric measuring tape.
6. The student will participate as a contributing member of a small group of peers who are constructing a model of a soccer field on a piece of poster board. [TARGETED SKILLS: communication skills, social skills, behavior skills, functional academic skills, critical school activity] {COACH: COMMUNICATION #3, #7, #8; SOCIALIZATION #13, #14, #17, #18, #19, #20 #23; #24; SELECTED ACADEMICS #42; #45, #46, #47; SCHOOL #65}
7. The student will walk three laps of the soccer field with a peer. [TARGETED SKILLS: motor skills, social skills, critical recreation/leisure activity] {COACH: LEISURE/RECREATION # 40}
8. The student will kick a soccer ball with a small group of peers. [TARGETED SKILLS: motor skills, social skills, critical recreation/leisure activity] {COACH: LEISURE/RECREATION # 40}

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 contributing member of a small group of peers who are constructing a model of a soccer field on a piece of poster board. [TARGETED SKILLS: communication skills, social skills, behavior skills, functional academic skills, critical school activity] {COACH: COMMUNICATION #3, #7, #8; SOCIALIZATION #13, #14, #17, #18, #19, #20 #23; #24; SELECTED ACADEMICS #42; #45, #46, #47; SCHOOL #65}
2. The student will walk three laps of the soccer field with a peer. [TARGETED SKILLS: motor skills, social skills, critical recreation/leisure activity] {COACH: LEISURE/RECREATION # 40}
3. The student will kick a soccer ball with a small group of peers. [TARGETED SKILLS: motor skills, social skills, critical recreation/leisure activity] {COACH: LEISURE/RECREATION # 40}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.9: Students demonstrate understanding of concepts related to space and dimensionality.

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

Using computer graphics, surveying and mapping techniques, the student will create a graphic model of a community park and make various calculations regarding the care and maintenance of various surfaces within the park (e.g. How much paving material is needed to resurface all roads. How much fertilizer is needed to fertilize all grass areas two times per year? How much shredded tire material is needed to resurface all playground surfaces? How many man-hours will it take to move the entire park with given mowing capabilities?

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

(1) The student and peer will use a surveyor’s wheel to measure how much grass area one specific riding mower covers in 5 minutes.
(2) The student will hold a surveyor’s rod to assist in the measurement of distances and topography of the park.
(3) The student will use a measuring tape to measure the width of a park road.
(4) The student and a peer will use a yardstick to measure the width of the bike trail.
(5) The student and a peer will fill a 1-yard square with shredded tire material to a depth of 2” and then gather and weigh the material.

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 read and write numerals found on a yardstick. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47, #49, #51}
(2) The student will operate a riding lawn mower and mow a prescribed grassy area. [critical vocational activity] {COACH: VOCATIONAL #86, #87}
(3) The student will operate his motorized wheel chair along the parks bicycle path. [TARGETED SKILLS: critical community activity, critical recreation/leisure activity] {COACH: LEISURE/RECREATION #38, #40; COMMUNITY #73}

(4)
(5)
GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.9: Students demonstrate understanding of concepts related to space and dimensionality.

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. Use a computer drawing program to rotate lines, shapes and angles to create an illustration or complex design.
2. Paste precut shapes of various forms of paper on a plain background to create a collage.
3. Create a mobile by tying and balancing a variety of objects onto a pre-made system of rods and strings.
4. Nail various shapes of wood-cubes, strips, and triangles onto a piece of 2 X 4 wood to construct a stable.
5. Use ceramic tiles to create a geometric pattern for his square in a large ceramic/mosaic quilt created as a class project for the school.
6. Upon peer request the student will draw a square, circle and triangle.
7. Upon peer request, which define a special relationship, the student will place an object in, on, under, in front of, or behind the classroom dollhouse.
8. On the football field the student will follow the pattern of a pre-determined play.
9. The student will make a two dimensional drawing that represents the 3 dimensions of an object (house, toy, and piece of furniture).
10. Name photo of an object when the photograph is taken from a variety of perspectives.
11. The student uses vocabulary of special relationship to verbally describe the positional relationship between two objects or individuals. “Jerry is behind Helen.” The book is under the paper.
12. Using a sequence of 3 picture symbols on a specially structured communication board, the student will point to a sequence of three symbols to define the special interrelationship of two individuals or an object and an individual (e.g. “Sally in Wagon.” Billy is behind Elvira)
13. Sort silverware into the drawer from the dishwasher.
14. Follow verbal directions including left and right and to navigate to new area of school.
15. Cut a sandwich so that the two pieces are triangles.

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.10: Students demonstrate understanding of measurement concepts.

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

Students will calculate the perimeter of the school in feet, meters and miles using a variety of measurement strategies.

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

1. The student will read the digital measurement on a surveyor’s wheel.
2. The student will participate with a small group of peers measuring the perimeter of the building with a measuring tape.
3. The student will make calculations when given verbal directions by a peer to convert feet to miles and feet to meters.
4. Given wooden rods depicting 1”, 1’, one yard – the student will state the given length upon request.
5. The student will push a surveyor’s wheel the length of one face of the school.

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 push the appropriate button on a calculator when given a visual model and verbal directions. [TARGETED SKILLS: motor skills, functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47}
2. The student will hold a measuring tape at the edge of the building with and remain on task for 8 minutes. [TARGETED SKILLS: communication skills, vocational activity] {COACH: SELECTED ACADEMICS #42; VOCATIONAL #82}
3. The student will follow the two step directions given by peers. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #7}
### ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

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<thead>
<tr>
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<tr>
<td>Academic Expectation 2.10: Students demonstrate understanding of measurement concepts.</td>
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**A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:**

Outline a map of Kentucky on the football field with the distance from eastern most point to western most point 100 yards. Calculate distances between Frankfort and their community in inches. Calculate the distance from Paducah to Pikeville in inches/feet.

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

1. The student will cut a piece of surveyor’s plastic tape to 3 foot lengths.
2. The student will assist a small group of peers in creating a yard square grid on the football field.
3. The student will point to the outline of Kentucky from a set of outlines of surrounding states – Tennessee, West Virginia, Ohio, Illinois and Missouri.
4. The student will participate with a group translating outlines on the smaller map and to the larger football field grid.
5. Given two lengths of tape from 1 foot to 10 yards, the student will state which is longer or which tape is shorter.

**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 follow verbal directions to make calculation re: the grid size needed for the overlay to transpose the map to the meter grid on the field using a handheld calculator. [TARGETED SKILLS: communication skills, motor skills, functional academic skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #46, #47}
2. The student will approach a peer and request assistance in reading and writing the length of a measurement. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #3, #9; SOCIALIZATION #14, #19}
3. The student will count 1-12 while pointing to the appropriate numerals on a ruler. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #51}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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

Academic Expectation 2.10 Students demonstrate understanding of measurement concepts.

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

Students will plan an 18-hole miniature of the Community Park and determine the cost of construction and materials and write a community recreation grant to build the course. A small group of students assigned to each whole.

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

1. The student and peer will go to the lumberyard and price lumber of different dimensions.
2. The student and peer prepare a report and display re: The price per foot and segment dimensions of various plastic and wooden edging materials.
3. The student will measure the total area and dimensions of green outdoor carpeting needed for their hole.
4. The student will measure, mark and cut pieces of plastic wood, and paper to assist with the construction of a model of his groups of miniature golf hole.
5. The student will use a ruler and protractor to create a 30°, 60°, 90° triangle with a base of 3’.

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. Given the opportunity and a series of options the student will choose the colors for various characters needed as obstacles on the golf hole. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #2, #7}
2. The student will choose between three picture symbols on his communication board to provide encouraging statements for peers working on the model of the golf hole. [TARGETED SKILLS: communication skills; social skills; functional academic skills] {COACH: COMMUNICATION #2, #7, #9; SOCIALIZATION #14; SELECTED ACADEMICS #46, #47}
3. Will play an 18 hole round of miniature golf with a group of nondisabled classmates. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity] {COACH: COMMUNICATION #2, #7, #8, #9; SOCIALIZATION #13, #1 Student demonstrate understanding of measurement concepts.4, #15, #17, #19, #20; LEISURE/RECREATION #40}
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.10: Students demonstrate understanding of measurement concepts.

A. 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. Given two objects with significantly different weights but similar sizes – will answer the questions “which one is heavy?”
2. Will order 5 straws in ascending order by length.
3. Pour a fixed amount of colored fluid between three different containers.
4. The student will count the hash marks between the goal line and the 10-yard line on the football field.
5. The student will point to the 12 (the o’clock) on a clock face.
6. The student will push the appropriate button on her watch to cause the watch to state the time.
7. The student will fill (3) one-cup measuring cups – one with water, one with flour and one with shortening.
8. The student will walk 1 mile with a small group of peers.
9. The student will use a jig to measure and cut pieces of red licorice string into 20 lengths of 8” per string.
10. Using a balance scale the student will balance softball with a set of cooking beans.
11. The student will count sets of 1 – 10 pennies.
12. The student will use a 10-ft. piece of rope to measure the distance from home plate to the right field fence on the baseball field.
13. The student will mark a rope with plastic tape at 12” intervals with plastic tape to measure each student’s effort on a baseball throw.
14. The student will use the next dollar strategy to purchase items at the grocery store.
15. Given written directions the student will draw lines at different lengths in inches.
16. 
17. 
18. 
19. 
20. 

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #51, counts with correspondence.

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

### GOAL 2. Apply Core Concepts and Principles

**Academic Expectation 2.11:** Students demonstrate understanding of change concepts on patterns and functions.

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

Students will create a graph on a bulletin board and graph day length each day in hours and minutes (Central Standard Time) from August – May (sunrise to sunset). Students will discover the progression toward the shortest day of the year and then predict the longest day of the year.

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

1. Using a 24” strip of paper marked at 1” intervals, each Monday the student will color daylight hours yellow and night hours black with the assistance of a peer.
2. Using 1” = 1 hour, the student and a small group of peers will work with manipulatives and ratios to determine how many minutes in 1”, 1/2”, 1/4”, 1/8”, 1/16”.
3. Using a 24” strip of paper marked in 1” intervals, the student and a peer will create a timeline of the student’s day from 12:00 a.m. – 11:59 p.m.
4. The student will compare two strips from the first Monday in two consecutive months and determine/state which one had the longer day.
5. The student will keep a chart of “light” yellow, “dark” black or “changing” gray at 6:00 on Monday of each week evening with the assistance of his parents,

#### 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 answer the question “Is it dark outside?” when asked by a family member at the dinner table. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #10}
2. The student will assist peers in using drawings of sunrise, daylight, sunset, and nighttime scenes to decorate the bulletin board with the sunrise sunset data. [TARGETED SKILLS: social skills, motor skills, critical school activity] {COACH: SOCIALIZATION #13, #19, #20; SELECTED ACADEMICS #42, #44, #46; SCHOOL #65}
3. The student will telephone a peer to accompany the student and his father on a trip to an open area where they can view a sunset. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical recreation/leisure activity] {COACH: COMMUNICATION #6, #7, #8, #12; LEISURE/RECREATION #39; HOME #63}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 2.11: Students demonstrate understanding of change concepts on patterns and functions.

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

Students will create a musical scale using eight crystal glasses with water and relate the tones to a scale on the piano. They will then add 1/8 cup of water to each glass and explore the nature of the new scale.

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 a drumstick to play the musical scale before and after the water was added.
2. When two notes are played on the water scale, the student will state which one was “higher.”
3. The student will reproduce a three-note pattern he has watched another child produce.
4. The student will play a glass, add 1/8 cup of water, play the glass again and describe the change in the sound (pitch).
5. The student will place three marbles in each glass and describe the change in sound.

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 pour 1/2 cup of water from a measuring cup into a glass. [TARGETED SKILLS: communication skills, motor skills, critical domestic activity] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #45, #46}
2. Waits for his turn to play the water scales and then states that it is his turn now. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11; SOCIALIZATION #23, #24}
3. The student accurately counts the number of glasses. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #51}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 2.11: Students demonstrate understanding of change concepts on patterns and functions.

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

Students will research reports by the Center for Disease Control and reports in medical journals to learn of the patterns that have emerged in the transmission of the AIDS virus and the impact of AIDS education and AIDS medication on transmission patterns on gays, teens, men, women and children throughout the world.

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

(1) The student will assist a peer in preparing a graph using computer software to document the percent of the total AIDS population that occurred in men, women, teens, and children in the United States in 1985 and 1995.
(2) The student and a peer will research and report on the difference between the presence of HIV and the occurrence of AIDS.
(3) Groups of students, including the student with a disability, will visit community agencies and gather brochures available that address the spread of AIDS in teens and create a graphic representation of the content.
(4) The student and a group of peers will survey peers in three different communities (rural, suburban, urban) to assess their level of knowledge about AIDS and represent their findings graphically.
(5) The student and a group of peers will research and create a graphic representation of the changes in the content of print media addressing the spread of HIV and AIDS over the last 15 years.
(6)
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(9)
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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 and small group of peers will create informational posters that define behaviors at risk for spreading AIDS in the teen community. [TARGETED SKILLS: social skills, functional academic skills] (COACH: SELECTED ACADEMICS: #42, #43, #44, #45; SCHOOL #65)
(2) The student and peers will visit the health department, Planned Parenthood, drug treatment programs, the local hospital to collect brochures on AIDS and the transmission of HIV. [TARGETED SKILLS: communication skills, social skills, critical community activity] (COACH: COMMUNICATION #12, COMMUNITY #73)
(3) The student will interview an individual with HIV to determine what "inclusion and segregation" mean to him/her. [TARGETED SKILLS: communication skills, social skills] (COACH COMMUNICATION #6, #8, #11, #12; SOCIALIZATION #15)
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation.2.11: Students demonstrate understanding of change concepts on patterns and functions.

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 today, tomorrow and yesterday on a calendar.
(2) Draw a picture of the moon each evening for one month.
(3) Create a pattern using four sets of different colored construction paper one inch “tiles.”
(4) State who is “first” in line and who is “last” in line.
(5) Use a geo-board to create a pattern by stretching rubber bands between points.
(6) Place 12 strips from 1” to 12” in 1” segments into ascending order by length.
(7) Play the card game “War” and determine which person wins each hand.
(8) Draw illustrations of the progress of metamorphosis as a tadpole changes to a frog.
(9) Use pH paper to record the acidity of different concentrations of lemonade.
(10) Break a code in which an alphabet is encoded by starting the coded alphabet at “e” (i.e., a=e; b=f; c=g, etc.).
(11) The student will order misarranged five containers by intensity of color when the first container has one drop of food coloring, the second has two drips, the third three drops, etc.
(12) Record temperature at recess time and document what type of clothing would provide for comfortable play.
(13) Given a bead pattern, determine which bead does not fit into the pattern.
(14) Given the ordinate and abscissa of a sequence of five (positive-positive) points on the x, y axis – the student will recreate a drawing of a house.
(15) Use a number line to calculate a series of five subtraction problems.
(16) Create a pie graph of data using computer software
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(18)
(19)
(20)

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

SELECTED ACADEMICS: #43, Explore surroundings; #44, Differentiate/discriminate between various things.

ONE ACTIVITY THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

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

Students will develop and explain various experiments with liquids that demonstrate that the volume of water remains consistent when it is poured between containers of various sizes and shapes. Students will explore the various appearances of a liter of water in a variety of containers.

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

(1) The student will pour the liquid between two containers and state that the quantity remains the same.
(2) The student will fill the liter measuring beaker to a given line.
(3) The student will offer a narrative explanation of why he knows the amount of water stays the same.
(4) The student will develop and explain a process for determining which of two different shaped containers hold more water.
(5) Given two identical containers, with different amounts of water, the student will identify the container with less water.

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 pour liquids from one container to another with minimal spillage. [TARGETED SKILLS: motor skills] {COACH: SELECTED ACADEMICS #42}
(2) The student will work cooperatively with a group of peers conducting an experiment on conservation of volume. [TARGETED SKILLS: communication skills, social skills, critical school activity] {COACH: COMMUNICATION #7; SCHOOL #65}
(3) When asked - “Should we put more water in the container?” - the student will change expression and level of activity to indicate “more.” [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1, #10; SOCIALIZATION #13}
**Goal 2: Academic Expectation 2.12**  
**Mathematical Structure**

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

<table>
<thead>
<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
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<tbody>
<tr>
<td>Academic Expectation 2.12: Students demonstrate understanding of concepts related to mathematical structure.</td>
</tr>
</tbody>
</table>

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

Students will develop a flow chart to define a process for adding numerals in base 5.

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

1. The student will point to the steps in the process in sequence defined by the flow chart.
2. The student will follow the arrow to point to the step that comes next in the sequence.
3. The student will attend while various students count one to five.
4. The student will verbally state what numeral comes next from 0-4.
5. The student will state the name of numerals 1-5 when shown a flash card of the numeral.

(6)

(7)

(8)

(9)

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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 point to rectangles, circles and diamonds in the flow chart when given a model. [TARGETED SKILLS: communication, functional academics] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #47}
2. The student will ask a peer for assistance with his 1-5 numeral recognition task. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #9, #12; SOCIALIZATION #14, #19}
3. The student will reespond appropriately when asked to write his name on a list of group members. [TARGETED SKILLS: communication, functional academic skills] {COACH: COMMUNICATION #7; PERSONAL MANAGEMENT #32; SELECTED ACADEMICS #49}

(4)

(5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.12: Students demonstrate understanding of concepts related to mathematical structure.

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

A group of students will create alphabetic codes based upon mathematical pattern of binary numbers and then challenge a group of peers to "break the code."

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

1. The student will point to a card with a 1 upon request.
2. The student will sort sets of alphabet cards into sets marked A-F, G-L, M-R and S-Z.
3. The student will sort each set into subsets for each individual letter.
4. The student will sort sets of cards representing different binary numbers (e.g., 1, 11, 10, 111).
5. Given a code showing the match between a letter and a binary number, the student will follow the code and write the appropriate letter given the binary number.
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 attend to the speakers as members of his group discuss their plan for coding. [TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41}
2. The student will work with a peer to type a coded message from a model on the computer. [TARGETED SKILLS: communication skills, motor skills, functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47, #55}
3. The student and peer will write out the binary code for each letter alphabet – the student will write the alphabet letter and the peer the appropriate binary code. [TARGETED SKILLS: communication skills, motor skills, functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #4}
   A group of students will create alphabetic codes based upon mathematical pattern of binary numbers and then challenge a group of peers to "break the code." [7, #49]
## MORE IDEAS AND EXAMPLES:

### GOAL 2: Apply Core Concepts and Principles

<table>
<thead>
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<th>Academic Expectation 2.12: Students demonstrate understanding of concepts related to mathematical structure.</th>
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</table>

### 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 or Projects:

The student will:

1. Given two numerals 1-10, and a vertical number line, the student states which numeral is more.
2. Sort triangles, rectangles, and circles by shape.
3. Given a simple flow chart for using a calculator, complete the addition process for a basic 2-digit by 2-digit addition problem.
4. Sort student papers into piles—words, numbers, drawings.
5. Place furniture in the proper room of a model house.
6. Fill in a missing numeral on a 1-10 number line.
7. Fill in missing numerals on a 1-100 (10 x 10) number chart.
8. Sort foods by food groups.
9. Read the greater than sign (>) accurately in defining the relationship between two numerals.
10. Sort items by category and subcategory (red—circle, square triangle, yellow circle, square triangle).
11. Fill in the missing numeral on a clock face.
12. Match numerals 1-5 with Roman numbers I, II, III, IV, V.
13. Given a basic equation involving addition or subtraction, accurately carry out the process on a calculator.
14. Given a basic equation involving addition (e.g., \(5 + 3 = 8\)), explain the process in a narrative.
15. Follow a flow chart to calculate sales tax on a given amount using a calculator.

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

SELECTED ACADEMICS: #44, differentials, discriminates between various things; #51, counts with correspondence; #52, calculates; #53, uses clock; #54, uses calendar.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students demonstrate understanding of data concepts related both to certain and uncertain events.

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

   Students will visit with the buyer from a number of local toy department and toy stores to explore how they collect data on which toys are selling and which need to be ordered in greatest quantity for the holiday or summer seasons. Each student in the class will visit one toy store and list his predictions of the five best selling toys for the next month. Results will be compared with store data.

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 his list of his predictions for the five best selling toys.
   (2) The student will state why he chose each of the toys on his list of predictions for best selling toys.
   (3) The student will attend to a presentation by the store manager on sales data gathered when items are checked out and how that influences inventory.
   (4) The student will find and review key numbers on a data print out of toy sales at a local store.
   (5) The student and a group of peers will create a bar graph of their predictions of best selling toys and compare it with actual sales for one month.
   (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) While at the toy store student will copy the names and prices of his five predicted sellers onto his clipboard. [TARGETED SKILLS: functional academic skill] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #43, #44, #47, #48, #49}
   (2) The student will locate the scanning label and scans a purchase at the check out counter. [TARGETED SKILLS: critical vocational activity] {COACH:#43, #44, #46}
   (3) Upon entering the Kmart, the student will locate the toy section by finding a salesperson and asking for assistance. [TARGETED SKILLS: communication skills, social skills, critical community activity] {COACH: COMMUNICATION #7, #9, #12; SOCIALIZATION #14; SELECTED ACADEMIC #42, #43}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students will demonstrate understanding of data concepts related to certain and uncertain events.

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

Students will gather data on the sales of CD and tapes and the play time on local radio stations local student surveys to determine various data based representations of national, local, and school-wide preferences of popular, country, and rock music. Student will not only study measures of popularity but duration of popularity and trends over the last 25 years.

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

(1) The student will assist in counting ballot of top country, pop, and rock CDs as results of a school-wide survey.
(2) The student will refer to country, pop, and rock web sites to gather data on CD sales and other measures of popularity of different recording artists.
(3) The student and a group of peers will provide graphic representation of different measures of the duration of popularity of a country CD and research how that compares with the duration/longevity of a number one recordings ten years ago.
(4) Given a calculator and verbal directions from a peer, the student will calculate the mean duration of a number one rock recording in 1997.
(5) The student will copy the names of the top five country recordings posted at the music store onto his clip board and report his findings to his peers at school
(6)
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(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 travel to a music store via public transportation to documents this week’s top selling recordings. [TARGETED SKILLS: communication skills, social skills, functional academic skills, critical community activity] {COACH: COMMUNICATION #7, #12; SOCIALIZATION #17, #18, #19, #20; SELECTED ACADEMICS #42, #43, #44, #46, #47, #48, #49; COMMUNITY #73}
(2) The student will request “more” by vocalizing when the recording of a current pop recording is turned down or off. [TARGETED SKILLS: communication, social skills] {COACH:COMMUNICATION #1, SOCIALIZATION #13, #14; SELECTED ACADEMICS #41}
(3) The student will demonstrate a change in activity level, facial expression or vocalization in response to listening to a hard rock recording with peers. {TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity} {COACH: SOCIALIZATION #13; LEISURE?RECREATION #37; SELECTED ACADEMICS #41}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students will demonstrate understanding of data concepts related to certain and uncertain events.

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

Groups of students will research various perspectives and aspects of the use of toxic substances on the battlefields of WWI, WWII, Korea, Viet Nam and the Gulf War. They will gather data from the Defense Department, Veterans' Administration and other official and media sources and make a presentation on the impact of such substances on the progress of the battles and the long-term effect on servicemen in each era.

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

(1) While analyzing data from the VA with a peer the student will state which of two numerals is larger.
(2) The student and a group of peers will analyze the official Defense Department reports on the possible frequency of exposure to toxic substances and their impact on combatants in the Gulf War.
(3) The student and a group of peers will create a graphic representation of the quantity of Agent Orange used in Viet Nam and cancers in Viet Nam veterans and birth defects in their children which are attributed to contact with that substance.
(4) The student will color in a bar graph representation of the numbers of combatants from each nation involved in WWI who were exposed to toxic substance with lasting impact.
(5) With the assistance of a peer, the student will use graphing software to represent frequency data related to exposure to toxic substances on the battlefield or combat arena.
(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) Given a numeral orally, the student will enter it into a calculator accurately. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, $46}
(2) The student will construct a bar graph with the assistance of a peer using graphing software. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19, SELECTED ACADEMICS #42, #44, #46, #47, #55}
(3) The student will show a change in behavior state and activity level while walking to the public library with a group of peers doing research on toxic substance in combat arenas. [TARGETED SKILLS: social skills, critical community activity] {COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41}
Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.13: Students will demonstrate understanding of data concepts related to certain and uncertain events.

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. Count tally marks to document the frequency of a measured occurrence.
2. Use graphing software with the assistance of a peer to represent frequency data.
3. Graph his own performance data on a task-analyzed skill.
4. Read a bar graph to state the number of times a certain behavior occurred.
5. Conduct a simple experiment and collect data with a group of peers to determine possibilities and probabilities in the roll of two dice.
6. Conduct a simple experiment with a group of peers to determine the findings of four different groups of students who see how many of the first ten cards dealt from a shuffled deck are hearts.
7. Graph the time each student takes to run 100 yards to study measures of central tendency with a group of peers.
8. Graph the heights of mother of third graders and fathers of third graders to study concepts related to normal distribution.
9. Conduct an anonymous survey of ten different characteristics or preferences of middle school students with a group of peers and graph the distributions for study and analysis.
10. Trace the path of a frequency chart with his pencil.
11. Create a bar graph that documents his daily performance on reading dollar amounts and stating the "next dollar."
12. Match examples of frequency measures skewed to left, skewed to right, and normal curves.
13. Graph the performance of Microsoft in the stock the stock market with a group of peers and decide when to by more stock – evaluate the performance.
14. Count by 5s and 1s to accurately determine the value of a set of tally marks.
15. State whether a coin has landed on “heads: or “tails” as a member of a group conducting an experiment on probability.
16. 
17. 
18. 
19. 
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If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #42, Directs and sustains attention to activity; #44, Differentiates/discriminates between various things; #47, Identifies symbols; #51, Counts with correspondence.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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

Small groups of students will read Goldilocks and the Three Bears and write and illustrate a story about another animal family that behaves like a human family.

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

1. The student will choose appropriate names for the characters in the story.
2. The student will draw illustrations of each family member in the story that correctly represent the gender, size, physical attributes, and clothing.
3. Given a peer’s illustration of the story the child will point to appropriate figure when asked to “Point to the mother.” “Point to the father.” “Point to the children.”
4. After watching rehearsal and productions the student will correctly answer basic questions about the story, sequence of activities, and characters.
5. Given Polaroid snapshots of different scenes in the production, the student will put the snapshots in sequence and relate aspects of the story verbally.

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. Works on her illustration with a small group of peers until she completes the task. [TARGETED SKILLS: motor skills, social skills, critical vocational activity, critical recreation/leisure activity] {COACH: SELECTED ACADEMICS #42, #44, #46; SCHOOL #67}
2. Shares a set of markers with a peer while working on individual illustrations. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #23}
3. Will independently put on the pants and shirt that are his costume for the production. [TARGETED SKILLS: critical domestic activity] {COACH: PERSONAL MANAGEMENT #28}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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

Small groups of students will be asked to write and present a one scene play about a parent-teen interaction. After each play one group must respond to the play from the parent perspective and another group respond from the teen perspective. The whole class will then discuss the differing perspectives and possible reasons for the differing perspectives.

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

(1) During the cooperative brainstorming for a topic for their play, the student will relate a story about a conflict between his parent and himself.
(2) After participating in the writing, practice, and production of the play the student will answer “yes” / “no” questions about the story line and characters by nodding his head appropriately.
(3) The student will use appropriate statements or actions in portraying a role of a teen dealing with a conflict or danger.
(4) Role-play various ways he might respond when asked by his parents to put away his toys and go to bed.
(5) Put four pictures of various stages in a bedtime routine into an appropriate order to relate his bedtime routine.

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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 hammer appropriately to assist in the construction of props for the play. [TARGETED SKILLS: communication, critical vocational activity] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46}
(2) In response to the cue, “Look at the speaker.”, the student will demonstrate head control during group activities to look at the individual who is speaking and work to maintain that focus throughout the students presentation. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #7; SOCIALIZATION #15; SELECTED ACADEMICS #41}
(3) Upon request, the student will state his name and that of his father. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #7, #8, #10}
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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

Small groups of students will video tape their interviews with individuals over 70 from different races, cultures, and ethnic backgrounds to get differing descriptions of family life, child-rearing strategies, violence in the home, and sexual roles and relationships. The students will share the videos with students and senior interviewees and then hold a series of discussions about the differences in roles and responsibilities, changes over time, and reasons for change.

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

(1) The student will appropriately answer the mand, “Tell me how families were different long ago.”
(2) The student will sort photographs of various family members into three categories: children, parents, and grandparents.
(3) The student will listen to a peer reading from A Lesson Before Dying by E. Gaines and answer questions regarding the African-American family experience in the 1940s in the south.
(4) Attentively listen to an individual over 70 relate stories of her childhood.
(5) Answer questions about the stories of one of the senior story tellers.

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 this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

(1) Dictate and copy a thank you note to one of the senior interviewees. [TARGETED SKILLS: communication skills, motor skills, functional academic skills] (COACH: SELECTED ACADEMICS #42, #44, #45, #46, #49)
(2) The student will complete all the steps in a task analysis for folding a letter, stuffing the envelope, stamping the letter, and mailing a letter. [TARGETED SKILLS: motor skills, critical domestic activity] (COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46; VOCATIONAL #82)
(3) The student will participate in a trip to the post office to buy stamps and mail notes. [TARGETED SKILLS: critical community activities] (COACH: COMMUNITY #73, #76, #79)
MORE ITEMS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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) Demonstrate a change in behavior state upon hearing his parents' voices.
(2) State what is inappropriate touching by a familiar and unfamiliar individual.
(3) Express anger in a socially acceptable manner.
(4) State strategies for appropriately resolving conflict between family members in the home.
(5) Discuss the impact of parents' death or divorce on each family member.
(6) States criteria for physical abuse to himself by a family member or care-provider.
(7) Participate in role-play regarding adolescent social and emotional pressures.
(8) State appropriate social-sexual behavior on a date.
(9) Call 911 to report an abusive or dangerous situation.
(10) Completes appropriate family-centered chores in the home with no more than verbal prompts.
(11) State socially acceptable ways to show affection to family members in the home, at school, or in the community.
(12) Given three choices, point to appropriate dress for specific weather or activities.
(13) Point to a picture of a family member when that family member is named.
(14) Greet extended family members in a socially appropriate manner.
(15) Greets an individual he sees daily at school by saying “Hi, How are you today?” and waiting for a response.

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

HOME: #55, Picks up after self; #57 Does household chores.

Goal 1: Academic Expectation 2.30 (page 1)
Consumerism

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

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

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

Students will review five television commercials shown on Saturday morning cartoon shows and five television advertisements shown during the nightly news. Then afterwards, the will discuss the differences between ads shown at the different times and how the audience impacts on what is advertised and how it is advertised. Then small groups of student will write and perform an advertisement with live dialogue, real products, and posters/banners for graphics. Each performance is to be designed for a specific audience.

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

(1) The student will name the product being advertised in a number of videos of television commercials.
(2) The student will go to a variety of stores selling the item that her group will advertise and record the name of the store and the price of the item.
(3) Shown a picture of a fast food logo, the student will name the restaurant.
(4) Shown a picture of an item, the student will describe where he might purchase that item (e.g., BigMac, toothpaste, carrots).
(5) The student will change expression and activity level when a child-focused commercial video is shown.

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 travel safely in the community to comparison shop for specific items. [TARGETED SKILLS: communication skills, social skills, critical community activities] {COACH: COMMUNITY #73}
(2) The student will read the words, “PUSH,” “PULL,” “ENTER,” “EXIT,” “MEN,” “WOMEN,” when seen in the community. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #44, #47, #48}
(3) The student will choose his favorite presentation by the peer groups walking to her favorite group and giving them a “thumbs up” [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #2}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

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

Three groups of students will each research the purchase or lease of an automobile. One group will be assigned to buy a new car, one to buy a used car, and one to lease a car. Students will be asked to consider: (1) the best option for getting one’s first car, (2) the economics of financing a car purchase, (3) what is meant by “cash back” offers, and (4) the pros and cons of automobile leasing.

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

(1) The student will visit an automobile showroom to interview the sales manager about purchasing a car. 
(2) The student and a peer will access the Internet and research automobile leasing. 
(3) The student and a small group of peers will visit a loan officer of a bank to discuss financing an automobile purchase. 
(4) The student will use a preprogrammed BigMac switch to go home and ask his parents if the family car was purchased or leased and use the same switch to report his findings to his classmates. 
(5) The student and a peer will review the automobile advertisements in a Sunday paper.

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 ask a question during the interview using her preprogrammed voice output communication device. [TARGETED SKILLS: motor skills, communication skills] {COACH: COMMUNICATION #12} 
(2) The student will approach the salesperson and request assistance. [TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #14} 
(3) The student will use a scissors and a glue stick to create a collage of new cars from brochures that he collected at different new car dealerships. [TARGETED SKILLS: communication skills, motor skills, recreation/leisure activity] {COACH: COMMUNICATION #2, #3, #7, #9;SOCIALIZATION #19; LEISURE/RECREATION #38; SCHOOL #65, #67} 
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

Goal 1: Academic Expectation 2.30 (page 3)
Consumerism

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

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

Students will research the impact of a family member with a disability or chronic medical condition on finding, keeping, and using health insurance. The will prepare a document for individuals with disabilities and their family which compares the offerings of a number of community agencies.

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

(1) With a small group of peers, the student will interview a number of insurance agents regarding health insurance for a family with an individual with a disability.
(2) The student and a peer will compare the health expenses for the last year of individuals with disabilities with same aged individuals without disabilities.
(3) The student will make statements that demonstrate an understanding that health insurance help his parents pay for doctor bill and prescription drugs.
(4) The student will use a calendar to determine how many times she has visited her physician in the last year.
(5) The student will show an appropriate adult his medical information card upon request.

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: this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

(1) The student will state the name of her primary physician. [TARGETED SKILLS: communication skills, critical domestic activity] {COACH: COMMUNICATION #10}
(2) The correctly dial a touch-tone telephone to initiate a call to set up an interview with an insurance agent or family. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47; HOME #63; COMMUNITY #80}
(3) When introduced to the insurance agent making the presentation, the student will establish eye contact, extend his hand and shake hands, and make an appropriate verbal greeting. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14, #18}
Goal 1: Academic Expectation 2.30 (page 4)
Consumerism

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.30: Students demonstrate effective decision-making and evaluative consumer skills.

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

The student will:
(1) Locate and compare the weights of two boxes of laundry soap, using a vertical number line to determine which weighed more.
(2) Locate the price per unit measure tag on the grocery shelf.
(3) Determine whether she wants large, medium, or small drink at restaurant.
(4) Using the price per unit measure tag, determine which of two items is least expensive, using a vertical number line.
(5) Determine the difference between advertisements and entertainment on the television.
(6) Locate clothing in her size in a department store.
(7) Budget her monthly check by putting cash into envelopes marked with the way the cash in each envelope could be spent.
(8) State if he has enough money to purchase a given item.
(9) Watch a television commercial and state what item and brand is being advertised.
(10) Write an advertisement for an item that the student has purchased and uses regularly.
(11) Point to the picture of a preferred item on a picture fast food menu.
(12) Make a grocery list with her mother for one week and do the grocery shopping for her family with her mother.
(13) Visit three different video stores and ask the price of renting a video for two nights on and write the cost on a clipboard.
(14) Read the price of an entrée on a restaurant menu.
(15) Locate the price tag on a piece of clothing at the mall.
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If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

SELECTED ACADEMICS: #44, Differentiate/discriminate between various things.

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

Goal 2: Apply Core Concepts and Principals

| Academic Expectation 2.31: | Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness. |

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

   Students will study appropriate dental care. They will ask a dentist or dental hygienist to make a presentation to the class. They will use color tablets to evaluate the effectiveness of their toothbrushing and flossing. They will conduct an experiment of the impact of cola and diet-cola on a real tooth.

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 the presentation by the dentist or dental hygienist and answer “yes” / “no” questions about the content of the presentation.
2. The student will tell his parents what happened to the tooth in the class experiment with the tooth in cola.
3. The student will independently complete 8 of 12 steps in an individualized teacher developed task analysis for toothbrushing.
4. The student will sit and allow the dental hygienist to examine her teeth.
5. The student will hold her mouth open and cooperate as a caregiver brushes her teeth.

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 the group during the presentation, attend to the speaker, and refrain from making inappropriate vocalizations. [TARGETED SKILLS: social skills, communication skills, behavior skills] (COACH: SOCIALIZATION #18; SCHOOL #66)
2. The student will independently follow her picture schedule and initiate tooth brushing independently after lunch. [TARGETED SKILLS: functional academic skill, critical school activity, critical domestic activity] (COACH: SCHOOL #69; HOME #56)
3. When given the verbal cue, “Open your mouth when you are ready,” the student will choose when she is ready to have a caregiver brush her teeth. [TARGETED SKILLS: communication skills, critical domestic skill] (COACH: COMMUNICATION #1, #2, #7; SOCIALIZATION #13, #19)
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**Goal 2:** Apply Core Concepts and Principals

**Academic Expectation 2.31:** Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

<table>
<thead>
<tr>
<th><strong>GOAL 2:</strong> One Activity/Project That Could Be Shared With Middle School Learners:</th>
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<tbody>
<tr>
<td><strong>A.</strong> One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:</td>
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<tr>
<td>Students will keep a record of their daily food and water intake and then consult with a dietitian at the hospital or medical center to determine ways to analyze their diets for nutritional value. Student will use computer technology if available through the hospital/medical center or the Internet.</td>
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<td><strong>B.</strong> Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:</td>
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<tr>
<td>(1) The student with the assistance of his peers and parents will keep a written record of his food and water intake.</td>
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<td>(2) The student will plan three healthy meals for a day using pictures of foods (food cards) and the food pyramid.</td>
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<td>(3) The student will increase his fluid intake by 30% over the duration of this unit.</td>
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<td>(4) The child will purchase, prepare, and taste 8 different vegetables.</td>
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<td>(5) With a small group of peers, the student will plan, purchase the variety of vegetables needed to prepare a tossed salad as a part of a healthy luncheon prepared by and for classmate.</td>
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<td><strong>C.</strong> 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:</td>
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<tr>
<td>(1) The student will complete 9 of 12 steps in an individualized teacher developed task analysis for purchasing with no more than verbal and/or gestural cues. [TARGETED SKILLS: critical domestic activity, critical community activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SCHOOL #65; COMMUNITY #76}</td>
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<tr>
<td>(2) The student will write a grocery list for the purchase of items for the class snack tray. [TARGETED SKILLS: functional academic skill] {COACH: SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #48, #49}</td>
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<td>(3) The student will use the appropriate kitchen utensils in a safe manner to prepare a salad. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical domestic activity.] {COACH: COMMUNICATION #7; SOCIALIZATION #19; HOME #60}</td>
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</table>
**Goal 2: Apply Core Concepts and Principals**

**Academic Expectation 2.31:** Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

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

Students will research the impact of certain nutrients, vitamins, foods, drugs, and substances (e.g., folic acid, Vitamin C, Vitamin B, calcium, cigarette smoking, cocaine, alcohol, marijuana) on the prenatal development of a healthy and at-risk newborns.

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

1. With peer support, the student will make a list of those foods that contain folic acid.
2. With the support of a peer, the student will create a dramatic presentation for classmates addressing the impacts of smoking during pregnancy.
3. The student will state the sequence of pregnancy, childbirth, infancy, and toddlerhood and the need for responsible lifestyle, care, and nutrition throughout this part of the life cycle.
4. The student will work with a small group of peers to create a poster for young women that state why and how alcohol impacts upon pregnant mothers and their developing infants.
5. The student will research the availability and location of prenatal care and nutrition counseling in their community.

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**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. With the assistance of a peer or parent, the student will use a “mouse” to accurately point and click to access the Internet and explore different sites regarding factors that place a newborn at risk for disabilities and positive impacts of some nutrients and vitamins on healthy newborns. [TARGETTED SKILLS: communication skills, motor skills] (COACH: COMMUNICATION #7; SOCIALIZATION #19)
2. The student will watch the classroom clock and the clock representation on his daily schedule and get to his Parenting class on time daily, without teacher prompts. [TARGETED SKILLS: functional academic skill] (COACH: SELECTED ACADEMICS #44, #46, #53; SCHOOL #69)
3. The student travels to a women’s health care center with a small group of peers to gather written materials and interview the one of the nurses. [TARGETED SKILLS: communication, critical community activity] (COACH: COMMUNITY #73, #79)
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principals

Academic Expectation 2.31: Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

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) Recognize when he is thirsty, vocalize to get attention and use eye-gaze to direct attention to his cup on the shelf to indicate that he wants a drink.
(2) Cooperate with clean intermittent catheterization.
(3) Indicates when his diaper is wet.
(4) Independently wash his hand before eating and after using the bathroom.
(5) Choose an appropriate snack, given a choice between three snacks and told to choose the “healthy snack.”
(6) Indicate when he does not feel well by pointing to the symbol for “sick” on his communication board and then answer “yes” / “no” questions about the nature of the discomfort.
(7) Participate in an aerobic class at the local YWCA two evenings a week with a nondisabled peer.
(8) Maintain a chart of the time spent aerobic walking daily and his weight weekly.
(9) Wash a wound appropriately and apply antibiotic ointment and a Band-Aid.
(10) Keep a chart that he take his medication daily.
(11) Choose a menu for a typical day that includes fresh fruits and vegetables.
(12) Upon request names five fruits that he likes and can buy at the local grocery store.
(13) Make an appointment with her dental hygienist for a check-up and instruction on dental care.
(14) Keep a chart of her menstrual schedule.
(15) Role play situations where it would be appropriate to call 911 and then use a model phone to make such a call.

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

SOCIALIZATION: #19, Accepts assistance from others; #20, Offers assistance to others.
PERSONAL MANAGEMENT: #25, Drinks and eats by mouth; #26, eats with hands/fingers; #27, Eats with utensils; #29, Cares for bowels and bladder needs; #30; Cares for hands and face.
HOME: #56, Brushes/flosses teeth; #57, Selects appropriate clothing to wear; #58; Cares for personal hygiene needs.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

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

Examine the role of exercise as a strategy for achieving and maintaining emotional/mental wellness by keeping daily record of: couch-potato-time” (i.e., lack of physical activity), physical activity, and mental state to see if physical activity promotes good mental health. Make posters that promote physical activity as a way to promote mental health and happiness.

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

1. The student will keep a chart that record the number of hours of physical activity and “couch-potato-time” along with a daily assessment of mental health or stress.
2. Use a Likert (1-5) scale with a sad face next to the one and with a happy face next to the five, to record emotional state.
3. The student will work with a peer to make a list of physical activities that peers can assist her with that she enjoys.
4. The student will work with a small group of peers to create a poster promoting walking for daily exercise.
5. The student an a peer will go to the mall and ask the mall manager the interior distance around the mall and what the mall does to promote mall walking.

C. Ideas for Providing Students with DIVERSE EDUCATIONAL NEEDS AND INSTRUCTIONAL ABILITIES Opportunities to Practice Basic Skills and Critical Activities found on their IEPs While Participating in this Class Activity:

1. Write the number of minutes/hours engaged in activity or inactivity that are provide orally by parent or peer onto the daily activity chart. [TARGETED SKILLS: functional academic skills, communication skills, motor skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #47, #49}
2. Count the minutes on a clock by five to determine the duration of activity or inactivity. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47, #53}
3. Use his walker to walk between classes. [TARGETED SKILLS: motor skills, critical school activity] {COACH: PERSONAL MANAGEMENT #35; SCHOOL #70}

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

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<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
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<tr>
<td>Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.</td>
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A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Read age-appropriate books that addressing friendship (e.g., *Bridge at Tarabithia*, *Of Mice and Men*, *Circle of Friends*, *To Kill a Mockingbird*) and create a literary based bulletin board on the value of friendship in sustaining one’s well-being.

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

1. State why having friends is something that helps one stay happy.
2. Respond appropriately to phone calls and visits by friends from school at home after school, in the evening, or on weekends.
3. Participate as a member of a “circle of fiends” that support a student with severe or multiple disabilities within the school.
4. With the assistance of a peer, caption a series of photographs of activities with friends.
5. Participate as a member of a group that teaches a song about friendship to a group of young children.

C. Ideas for Providing Students with DIVERSE EDUCATIONAL NEEDS AND INSTRUCTIONAL ABILITIES Opportunities to Practice Basic Skills and Critical Activities found on their IEPs While Participating in this Class Activity

1. Clearly state the names of school friends pictured in a scrapbook. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8, #10}
2. Walk and shop with a friend at the mall in a safe and appropriate manner. [TARGETED SKILLS: social skills, behavior skills, critical community activity] {COACH: SOCIALIZATION #13, #14, #15, #16, #17, #18, #19; COMMUNITY #73, #75, #76, #79}
3. Requests assistance of a salesperson to demonstrate the appropriate use of make-up. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical community activity] {COACH: COMMUNICATION #3, #4, #9, #12; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19; COMMUNITY #76}
4. 
5. 
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

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

As a part of a unit on family life and parenting, students will research depression in teens and young adults, how depressions associated with drug abuse and alcohol abuse, the facts about teen suicide, and ways depression can be treated. As a part of this study student might read about individual in fact and fiction who experiences depression (e.g., Sylvia Plath, Abraham Lincoln, Hermann Hesse, Vincent VanGogh, Edgar Allen Poe). A mental health worker or psychiatrist might be asked to speak to the class.

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

(1) The student will make a collage of photographs, personal illustrations and/or illustrations from magazines and things that make her sad.
(2) The student will state what he would do or whom he would talk with if she were very sad for a long time.
(3) Given a set of three 2” Mayer-Johnson picture symbols and asked to point to the one that means “sad,” the student will point to the appropriate picture symbol.
(4) Given a series of photographs of individuals expressing various emotions the student will accurately identify those pictures that show individuals who appear to be sad.
(5) Role play what he might say to a friend who is sad or depressed.

(6) [TARGETED SKILLS: communication, motor skills, social skills, critical recreation/leisure skill] (COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SCHOOL #65)
(7) The student will initiate a social interaction with a peer or friend. [TARGETED SKILLS: communication skills, social skills] (COACH: COMMUNICATION #6; SOCIALIZATION #14)
(8) Asks a friend or peer, “How are you today?” [TARGETED SKILLS: communication skills, social skills] (COACH: COMMUNICATION #6, #9, #12; SOCIALIZATION #13, #14, #17)
(9) [TARGETED SKILLS: communication, motor skills, social skills, critical recreation/leisure skill] (COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SCHOOL #65)
(10) [TARGETED SKILLS: communication, motor skills, social skills, critical recreation/leisure skill] (COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SCHOOL #65)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL NEEDS AND INSTRUCTIONAL ABILITIES Opportunities to Practice Basic Skills and Critical Activities found on their IEPs While Participating in this Class Activity

(1) The student will work with a peer to create a collage --- cutting and pasting with no more than verbal cues. [TARGETED SKILLS: communication, motor skills, social skills, critical recreation/leisure skill] (COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SCHOOL #65)
(2) The student will initiate a social interaction with a peer or friend. [TARGETED SKILLS: communication skills, social skills] (COACH: COMMUNICATION #6; SOCIALIZATION #14)
(3) Asks a friend or peer, “How are you today?” [TARGETED SKILLS: communication skills, social skills] (COACH: COMMUNICATION #6, #9, #12; SOCIALIZATION #13, #14, #17)
**MORE IDEAS AND EXAMPLES:**

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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. State what types of activities make her happy.
2. Construct a collage entitled “What Makes Me Happy” with photographs, pictures from magazines and original illustrations.
3. State why a child or adult may be angry and an appropriate behavioral response, given a verbal description of a scenario and an illustration or photograph depicting the situation that could cause the individual to become angry.
4. Point to an appropriate picture symbol on her communication board to answer the question, “how do you feel?”
5. Calm from a distressed behavior state, within three minutes of calming actions by a peer or care provider.
6. Answer the question, “What can you do to calm down when you get upset?”
7. State to a group of friends how important it is to her to have friends at school.
8. Invite a friend from school to her home or to a community recreation activity.
9. Ask a peer to help her find age-appropriate clothes and make-up at the mall.
10. Answer the question, “What would you do if you were very sad for a long time?”
11. State how she can show someone she cares for him without hugging them.
12. Role play an incident where someone’s feelings are hurt and what can be done to remedy the situation.
13. Talk about situations that frighten her and strategies to address those fears with a small group of peers.
14. Make a list of individuals she might call if she is sad and their telephone numbers.
15. Attend to a group discussion of peers relating the things that make them angry and how they feel about anger, and how they express anger constructively.

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

COMMUNICATION: #3, Makes requests; #9, Asks questions of others
APPLIED ACADEMICS: #40, Reads to get information and/or follow instructions; #44, Uses resource materials.

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

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

Students will research the role and responsibilities of health care workers, invite health care workers to speak to their class, visit the offices or clinics of health care workers, and create a bulletin board of illustrations and explanations of what they have learned about health care services in their community.

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

1. The student will state the difference between a doctor, nurse, pharmacist and dentist.
2. The student will call information to request the telephone numbers of a list of health care providers written by a peer and develop a personal directory of how to access each health care worker.
3. The student will show his ID with critical medical information to a health care worker asking his name or medical history.
4. The student will draw a picture of his dentist and the dentist’s office.
5. The student will take public transportation to the local pharmacy to refill the prescription for her medication.
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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 independently operate his motorized wheelchair to safely stay with the group of students visiting a medical office, clinic, or center. [TARGETED SKILLS: motor skills, critical community activity] {COACH: COMMUNITY #73}
2. The student will demonstrate age-appropriate waiting behavior while having a prescription filled at the pharmacy. [TARGETED SKILLS: social skills, behavior skills, critical community activity] {COACH: SOCIALIZATION #18}
3. The student will ask directions to access the X-ray department in the local hospital. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION#3, #4, #12; SOCIALIZATION #13, #14, #19}
4. 
5. 
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts And Principles

Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens.

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

Students will research the role of the Food and Drug Administration (FDA) approving new medications? What is the approval, regulation process? How long does it take to get a drug from research, through the approval process, and on the market? What are the current issues related to AIDS treatments? What are the rules about generic drugs?

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

(1) The student will name the medications he takes daily
(2) The student and a peer will interview a local pharmacist about insurance requirements for the use of generic drugs.
(3) The student and a peer will visit a local pharmacist and request information on the medications that the students take for seizure control.
(4) The student will visit the health department to monitor her high blood pressure a possible side-effect of her medication.
(5) The student will answer questions about his perceptions of how he is treated by doctors and nurses he sees at the health center.

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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 and concisely ask the pharmacist two questions that he has written on an index card and practiced with a peer. [TARGETED SKILLS: communication skills, functional academic skills] [COACH: COMMUNICATION #12; APPLIED ACADEMICS #48]
(2) When visiting businesses to gather information, the student will safely cross streets by independently completing each step in a teacher developed task analysis. [TARGETED SKILLS: critical community activity] [COACH: COMMUNITY #73]
(3) The student will copy a list of medications that he takes daily. [TARGETED SKILLS: functional academic skills] [COACH: APPLIED ACADEMICS #49]
(4)
(5)
Goal 2: Academic Expectation 2.33 (page 3)
Community Health Systems

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

GOAL 2: Apply Core Concepts And Principles
Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens.

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

Research end-of life issues, such as - living wills, the cost of end of life treatment, assisted suicide, nursing home care and the Hospice services available in their community. Student will develop a multi-media presentation for adults in their community.

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

(1) The student will relate events of the death of a family member or close friend.
(2) The student will state that when individual get very old they may die at home, in the hospital, or in a nursing home.
(3) The student and a peer will interview an older individual about their thoughts on death, dying, and the end of life.
(4) The student will attend to a presentation by a Hospice nurse about Hospice services available in their community.
(5) Students will volunteer in a nursing home talking with patients, participating in recreational activities, or presenting a musical performance.

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 ask a question of the speaker who talks with the class about Hospice services in their community. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #12}
(2) The student will thank the speaker for coming to the school and answering their questions. [TARGETED SKILLS: social skills] {COACH: COMMUNICATION #9; SOCIALIZATION #16}
(3) The student will carry on a caring, nurturing conversation with an elderly individual in a nursing home. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8}
GOAL 2: Apply Core Concepts And Principles

Academic Expectation 2.33: Students will demonstrate the ability to assess and access health systems, services and resources available in their community which maintain and promote health living for its citizens.

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) Dial 911 and turn on a recorded message that asks for help, identifies the child, and gives the address.
(2) Give the name of his primary care physician.
(3) Identify a picture of the local hospital from a set of picture of various community buildings.
(4) Give three reasons someone might need to go to the hospital.
(5) Wait in a physician’s waiting room for 20 minutes demonstrating age-appropriate behavior.
(6) Visit a friend or relative in the hospital.
(7) Verbally differentiate between, a doctor, a dentist, a nurse, an occupational/physical therapist, and X-ray technician.
(8) Visit the dentist’s office and sit in the dentist’s chair in a controlled, age-appropriate manner.
(9) When asked his name and medical history by a nurse, the student will get his medical I.D. from his wallet.
(10) Call a cab and give the driver a card with the name and address of his physician.
(11) Given a card with a picture of his physician and the physician’s phone number, the student will dial the physician’s phone number, give his name and address, and request assistance.
(12) Renew a prescription for his medication by phone.
(13) Role play calling the health department to meet a specific health need.
(14) Independently travel to the office of the school nurse to take his medication.
(15) Telephone various opticians’ offices with the assistance of a peer to determine the optician nearest his home that honors his medical card or vision insurance.

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

SELECTED ACADEMICS: #44, Differentiates/discriminates between various things.

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

GOAL 2: Core Concepts And Principles
Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

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

Develop a display of drawing and photographs of individuals of all ages involved in physical activity in the home, in the community, at school, at the gym, at a senior center, or at the park. The teacher will ask parents to assist their children in finding and documenting opportunities for individuals and teams of all ages to participate in physical activities throughout the community.

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

(1) The student will accompany his mother playing a round of golf and write and illustrate a narrative of his experience.
(2) The student will visit events at the Senior Olympics and interview a senior participant using his pre-programmed communication device.
(3) The student will take photographs at a Little League baseball game.
(4) The student will draw a picture of his observations of individuals working out on exercise equipment at a local gym.
(5) The student will run to first base upon hitting the ball in a T-ball game.

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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 grasp and hold a marker with hand-over-hand support to color an illustration drawn by a peer. [TARGETED SKILLS: motor skills, communication skills, social skills] [COACH: COMMUNICATION #7; SOCIALIZATION #19; SCHOOL #65]
(2) The student and his father will manage the scoreboard at a little league game. [TARGETED SKILLS: critical community activity, motor skill, functional academic skill] [COACH: COMMUNICATION #7; SOCIALIZATION #9, #20; LEISURE/RECREATION #39; SELECTED ACADEMICS #42, #44, #46, #47]
(3) The student will point to a sequence of picture symbols on a communication to describe his observations at a high school basket ball game. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity] [COACH: COMMUNICATION#2, #7, #8, #11; SOCIALIZATION #15; LEISURE/RECREATION #39]
### ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

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

Plan and implement a six-week physical activity program at a senior center. Develop motivational posters that encourage lifetime physical activity to be hung throughout the senior center. Develop a video so that seniors can carry on the physical activity program after the students leave the center.

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

1. The student will demonstrate an aerobic activity for the video being shot by peers.
2. The student will work with a peer to create and illustrate a motivational poster.
3. The student will participate with peers in modeling exercises that can be done while sitting in a wheelchair.
4. Take Polaroid photographs of seniors and students participating in exercise routines.
5. Paste photographs onto a poster and caption the photographs to develop a poster for the students for their classroom.

#### 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 his pre-programmed voice output communication to offer encouragement and support to seniors participating in the activity program. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #8, #11; SOCIALIZATION #13, #14; SCHOOL #66}
2. The student will greet seniors in a socially appropriate manner. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14}
3. The student will imitate the model of a peer to participate in the exercise routine. [TARGETED SKILLS: communication skills, social skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #44}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Core Concepts and Principles

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

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

What is happening in Special Olympics? How does Special Olympics support inclusive lifetime physical activity? Is Special Olympic an annual event or sustained, community-based, inclusive physical activity? How could Special Olympics be modified in your community to meet lifetime, inclusive physical activity for individual with and without disabilities? A letter with suggestions will be sent to the Joseph P. Kennedy Foundation that sponsors and supports the events.

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

(1) The student will make an oral presentation based upon photographs of his experiences in Special Olympics.
(2) The student will participate in a discussion between Special Olympics participants and volunteers on how the program could be improved.
(3) The student will answer “yes/no” questions about his participation in Special Olympics.
(4) The student will dictate a letter to a peer about how Special Olympics allows him to make and sustain friendships through athletic competition
(5) The student and a peer will create a display of photographs and illustrations depicting the inclusive, community-based aspects of Special Olympics.

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 respond to questions asked by peers about his participation in Special Olympics. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #10; SOCIALIZATION #15}
(2) The student will complete 75% of the steps in a teacher developed task analysis for folding the letter, stuffing the envelope, sealing the envelope, placing a stamp on the envelope, and putting it in the school outgoing mail box. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42}
(3) The student will use an adapted keyboard to type a letter that he dictated and a peer printed in manuscript. [TARGETED SKILLS; communication skills functional academic skills, motor skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #49, #55; SCHOOL #67}
**Goal 2: Core Concepts and Principles**

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

**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. Wait for his turn when participating in a team sport.
2. Use weights and machines at the local gym in the intended, safe manner.
3. Answer the question, “Why is it important for children and adults to exercise?” in an appropriate manner.
4. Explain what it means to be a “good sport.”
5. Participate in a regular aerobic walking program with a parent or neighbor.
7. Demonstrate understanding of the rules and routines of one-on-one basketball.
8. Work out daily using the record/tape Get Fit While You Sit.
9. Work with a physical therapist to develop a individualized daily exercise routine.
10. Describe his participation in a regular water aerobics program at the YMCA.
11. Draw a picture depicting a rule for safe bicycle riding.
12. Independently fasten her bicycle helmet prior to riding her bicycle.
13. Walks down stairs holding the railing to steady herself.
14. Graphs his score bowling with a group of peers using a bowling ramp.
15. Participate in swimming lessons with a peer at the local YWCA.

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

GOAL 2: Core Concepts And Principles
Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

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

Develop a display of drawing and photographs of individuals of all ages involved in physical activity in the home, in the community, at school, at the gym, at a senior center, or at the park. The teacher will ask parents to assist their children in finding and documenting opportunities for individuals and teams of all ages to participate in physical activities throughout the community.

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

(1) The student will accompany his mother playing a round of golf and write and illustrate a narrative of his experience.
(2) The student will visit events at the Senior Olympics and interview a senior participant using his pre-programmed communication device.
(3) The student will take photographs at a Little League baseball game.
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(5) The student will run to first base upon hitting the ball in a T-ball game.

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 grasp and hold a marker with hand-over-hand support to color an illustration drawn by a peer. {TARGETED SKILLS: motor skills, communication skills, social skills} {COACH: COMMUNICATION #7; SOCIALIZATION #19; SCHOOL #65}
(2) The student and his father will manage the scoreboard at a little league game. {TARGETED SKILLS: critical community activity, motor skill, functional academic skill} {COACH: COMMUNICATION #7; SOCIALIZATION #9, #20; LEISURE/RECREATION #39; SELECTED ACADEMICS #42, #44, #46, #47}
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

**GOAL 2: Core Concepts And Principles**

Academic Expectation 2.35  Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

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

1. The student will make an oral presentation based upon photographs of his experiences in Special Olympics.
2. The student will participate in a discussion between Special Olympics participants and volunteers on how the program could be improved.
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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 respond to questions asked by peers about his participation in Special Olympics. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #10; SOCIALIZATION #15}
2. The student will complete 75% of the steps in a teacher developed task analysis for folding the letter, stuffing the envelope, sealing the envelope, placing a stamp on the envelope, and putting it in the school outgoing mail box. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #42}
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GOAL 2: Core Concepts and Principles

Academic Expectation 2.35 Students demonstrate knowledge, skills, and values that have lifetime implications for involvement in physical activity

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. Wait for his turn when participating in a team sport.
2. Use weights and machines at the local gym in the intended, safe manner.
3. Answer the question, “Why is it important for children and adults to exercise?” in an appropriate manner.
4. Explain what it means to be a “good sport.”
5. Participate in a regular aerobic walking program with a parent or neighbor.
7. Demonstrate understanding of the rules and routines of one-on-one basketball.
8. Work out daily using the record/tape Get Fit While You Sit.
9. Work with is physical therapist to develop a individualized daily exercise routine.
10. Describe his participation in a regular water aerobics program at the YMCA.
11. Draw a picture depicting a rule for safe bicycle riding.
12. Independently fasten her bicycle helmet prior to riding her bicycle.
13. Walks down stairs holding the railing to steady herself.
14. Graphs his score bowling with a group of peers using a bowling ramp.
15. Participate in swimming lessons with a peer at the local YWCA.

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

LEISURE RECREATION: #38, Engages in individual active leisure activities; #40, Engages in active leisure activities with others

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

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

Students will prepare and report the weather daily to their schoolmates over the school public address system and on a bulletin board in the main hallway.

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

(1) The student will observe the weather and choose the appropriate picture symbols to describe the weather for the bulletin board.
(2) The student will read the thermometer at 9:00, 12:00, and 3:00 and record the temperature in the daily weather log.
(3) The student will “yes/no” answer a specific question about the weather such as, “Do you see clouds?”
(4) The student will demonstrate a change in behavior state when taken outdoors.
(5) The student will use a ruler to measure the depth of the snow to the nearest inch.

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 manipulate a push pin to post the weather symbol on the bulletin board. [TARGETED SKILLS: motor skills] {COACH: COMMUNICATION #7; #8; SOCIALIZATION #19; LEISURE/RECREATION #38; VOCATIONAL #74}
(2) The student will hold her head erect while being pushed by a peer to the bulletin board and watch peers update the board [TARGETED SKILLS: social skills, motor skills] {COACH: SOCIALIZATION #14}
(3) The student will type the date on using a single switch scanning adapted system on the classroom computer. [TARGETED SKILLS: functional academic skill, motor skills] {COACH: SELECTED ACADEMICS #39; #42}
(4)
(5)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will inventory the numbers and varieties of trees in the local park and develop a system for classifying trees.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will collect and mount samples of leaves of different trees and identify them based upon their shapes.</td>
</tr>
<tr>
<td>(2) The student will draw and color a picture of a tree depicting trunk, limbs, and leaves using the appropriate colors, proportions, and orientation.</td>
</tr>
<tr>
<td>(3) The student will create and label a poster using crayons to make rubbings of a various leave shapes and venation.</td>
</tr>
<tr>
<td>(4) The student and a peer will make a collection of various seeds and nuts and identify their tree of origin.</td>
</tr>
<tr>
<td>(5) The student and a peer will photograph a tree each month and create a poster of the life of the tree.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The student will stay with his small group without verbal cues when observing trees in the park. [TARGETED SKILLS: behavior skills, social skills, critical community activity, critical recreation/leisure activity] {COACH: SOCIALIZATION #17; SCHOOL #60, #61}</td>
</tr>
<tr>
<td>(2) The student will demonstrate all the steps in a street crossing task analysis with no more than verbal cues when walking to and from the park. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #67}</td>
</tr>
<tr>
<td>(3) The student will follow one-step directions given by peers. [TARGETED SKILLS: communication skill] {COACH: COMMUNICATION #7}</td>
</tr>
</tbody>
</table>

(6) (7) (8) (9) (10)
GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

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

Conduct a survey of individuals who have smoked or are smoking cigarettes to determine the factors involved in the smoking habit and attempts to quit smoking. The survey may address questions such as:
(a) What factors influenced their choice to smoke?
(b) What do they like and dislike about smoking?
(c) How many peers have tried to quit or quit smoking?
(d) How many have been successful in quitting smoking?
(e) What methods were used to assist each smoker to quit?
Document the findings.

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

1. The student will assist in creating a bar graphs of survey results.  
2. The student will use a preprogrammed electronic communication device to interview smokers and a peer will record the smoker’s responses.
3. The student and small group of peers will create posters about the survey findings.
4. The student and a peer will search the Internet for illustrations of the medical impact of smoking on the mouth, throat, bronchi, and lungs.
5. The student and a peer will invite a panel of individuals with lung or throat cancer or emphysema to speak to a group of peers.

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 in tallying results by counting using one-to-one correspondence. [TARGETED SKILLS: functional academic skill]  
2. The student will maintain appropriate distance from interviewee when conducting an interview of a smoker. [TARGETED SKILLS: social skills]  
3. The student will accurately dial a telephone given the number on a card. [TARGETED SKILLS: functional academic skills, motor skills]  

- COACH: APPLIED ACADEMICS #45

- COACH: SOCIALIZATION #16, #17

- COACH: SELECTED ACADEMICS #39; #51


MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.1: Students will use appropriate and relevant scientific skills to solve specific problems in real-life situations.

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

The student will:
(1) Observe and describe the physical characteristics of an unfamiliar individual.
(2) Identify the sounds made by common household and community objects, vehicles, appliances, animals, or environmental events (i.e., bird, thunder, telephone, police siren,)
(3) Classify a set of objects into two categories (i.e., heavy/light, float/sink, opaque/translucent, male/female, rough/smooth)
(4) State the temperature using a linear thermometer.
(5) Tell time to the nearest 15 minutes
(6) Set a timer for a given number of minutes to 60 minutes
(7) Complete an entry of data onto a bar graph.
(8) Predict what will happen next in a common daily routine.
(9) Classify plants using multiple criteria.
(10) Use a yardstick to accurately measure the height of peers.
(11) Observe and state the symptoms of an illness he is experiencing.
(12) Upon being touched on various parts of the body, communicate using a gesture of affirmation to the mand, “Tell me if you hurt here.”
(13) Accurately use tally marks to count a set of 10 objects or actions.
(14) Classify an animal (dog or cat) as a dog or cat.
(15) Use texture cues posited in critical places along school walls to travel within the school without cues.

If you are Using COACH-2*, the Following COACH Activities Might Fall within this Academic Expectation:

COMMUNICATION: #8, Describes events, objects, interactions and so forth;
SOCIALIZATION: #12, Reacts to objects, activities, and/or people by making observable changes in behavior.

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.

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.

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}
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:

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

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

**Academic Expectation 2.4:** Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

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

Students will construct a model of the earth and the moon on the school athletic field. The earth will have a one millimeter diameter.

1. What will be the distance in meters from the earth to the moon?
2. What will be the size of the moon?
If the Earth is one inch in diameter,
1. What will be the distance to the moon in inches, feet, and miles?
2. What will be the size of the moon.

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

1. The student will push a surveyor's wheel to measure the number of meters between the earth and moon in the model.
2. The student will construct an Earth and moon out of clay in the appropriate relative sizes.
3. The student and a peer will research within the library to find:
   a. the diameter of the earth
   b. the diameter of the moon,
   c. the distance between the earth and the moon.
4. The student will verbally describe that a globe is a model of the earth.
5. With the assistance of a peer the student will observe the moon and draw a picture of the moon in the night sky on four successive Monday evenings.

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 copy the numerals on the meter of the surveyor’s wheel to record the distance. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #3; SELECTED ACADEMICS #49}
2. The student will participate in a telephone call to set up a moon observation for that evening. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #3, #8, #9; SOCIALIZATION, #13, #14, #15; SELECTED ACADEMICS #51}
3. Given to balls of clay and the request, “Point to the one that is larger.” the student will make the appropriate choice. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #3; SELECTED ACADEMICS #49}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.4: Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

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

Student will study the structure of a flowering plant. Students will create a cross section and the longitudinal section of the plant stem, leaves, and flower using colored clay, construction paper, colored cellophane, tissue paper, and pipe cleaners.

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

1. The student will purchase narcissus bulbs and force them to bloom.
2. The student will bring blooming flowers to school from her families spring garden.
3. The student will point to the flower, the stem, and leaf of a potted plant upon request.
4. The student will identify five different flowering plants in a springtime garden.
5. Using a fresh stalk of celery and colored water, the student will demonstrate how nutrients flow through the stem to the leaves.

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. Upon request, the student will create a “ball,” “snake,” and “pancake” with clay. [TARGETED SKILLS: motor skills, communication skills, recreation/leisure skills] {COACH: COMMUNICATION #2; #7; SOCIALIZATION #18; #22; LEISURE/RECREATION #36; #38; SCHOOL #62}
2. The student will share construction materials with a small group of peers. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #3; SOCIALIZATION #22; #23}
3. The student will go to the store with a small group of peers and purchase items for the class project. [TARGETED SKILLS: critical community activities, motor skills, communication skills, socialization skills, functional academic skills] {COACH: COMMUNICATION #1; #2; #3; #6; #7; SOCIALIZATION #16; #17; #18; SELECTED ACADEMICS #39; #45; #50; COMMUNITY #67; #69}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles
Academic Expectation 2.4: Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

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

Students will create various models to demonstrate the impact of flowing water in rivers, creeks, and brooks on geography, geology, and topography of an area (e.g., oxbow, canyons, rock formations, deltas, and wetlands).

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

1. Using a terrain of water soluble clay, soil, and sand, the student will hold a tube of running water so that it will flow across the terrain to demonstrate erosion of soil and rock.
2. The student will work with a peer to construct a series of models depicting the formation of an oxbow lake.
3. Students will place 50 floating bath toys in the river and peers can observe their progress down the river, and record the time it takes for the objects to travel one mile down the river.
4. The student will participate in a class outing to observe the land and rock formations adjacent to a river.
5. The student will participate in a boat excursion along a river and answer "yes/no" questions about what she saw on the banks (e.g., loose rocks, rock formations, sandy banks, cliffs).
6. The student will read a digital watch and record the time of arrival of the first floating toy. [TARGETED SKILLS: communication skills functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS: #39, #47}
7. The student will participate in a hiking excursion with a small group of peers. [TARGETED SKILLS: communication skills, social skills, motor skills, critical recreation /leisure activity] {COACH: COMMUNICATION #2, #4, #7, #8, #9, #10, #11; SOCIALIZATION #12, #14, #15, #17, #18, #21; PERSONAL MANAGEMENT: #24, #25, #28; LEISURE/RECREATION #38; SELECTED ACADEMICS #38; SCHOOL #60, #61; COMMUNITY #70; #71}
8. The student will use a preprogrammed verbal output communication device to comment on the hiking experience. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1, #2, #3, #4, 5, #8, #9, #10, #11; SOCIALIZATION #13,#14, #15; SELECTED ACADEMICS #39}
Goal 2: Academic Expectation 2.4
Models and Scales

MORE IDEAS AND EXAMPLES:

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

Academic Expectation 2.4: Students use models and scales to explain or predict the organization, function, and behavior of objects, materials and living things in their environment.

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. Play with a peer with a doll house, doll house furniture, and appropriately sized dolls to recreate household routines.
2. Play “cars & trucks” on a five foot by five foot cloth depicting a town.
3. Construct a model railroad with a peer.
4. Work with peers to create and use a model school bus made of cardboard boxes/crates.
5. Role play bus safety rules in a model school bus.
6. Conduct a tea party using child sized furniture, eating utensils, dishware, and food.
7. Point to body parts on a doll when requested to do so by a peer.
8. Complete and discuss with a peer the components of a template puzzle that has a representation of the internal components of each object or structure under each piece.
9. Manipulate hand puppets with a peer to represent interactions on the first day of school.
10. Touch the various parts of a flower on an enlarged model flower.
11. Point to the “front,” “back,” “side,” and “back” of a model of a house upon request of a peer.
12. Accurately predict which figures will fit through the door when given plastic action figures and a cardboard box with a cut-out door.
13. Create a variety of different faces with proportionate features using a variety of media.
14. Create a model of a human figure with clay and verbally identify the body parts.
15. Use a calendar box with representative tangible objects as symbols to represent the student’s daily schedule.

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

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

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.

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

<table>
<thead>
<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
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<tbody>
<tr>
<td>Academic Expectation 2:3</td>
</tr>
<tr>
<td>Students identify and describe systems, subsystems, and their components and their interactions by completing tasks and or completing products.</td>
</tr>
</tbody>
</table>

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.

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

| GOAL 2: Apply Core Concepts and Principles | 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. [TARGETED SKILLS: communication skills, functional academic skills, motor skills] {COACH: COMMUNICATION #6, APPLIED ACADEMICS #42}
2. The student will visit and photograph a city council meeting and verbally report what he saw to a group of peers. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #16}
3. The student and a peer will visit the fire station and determine how many individuals work there and how many different shifts. [TARGETED SKILLS: communication skills, critical community skills, social skills] {COACH: LEISURE/RECREATION #36, #38}
4. The student will construct a chart with a small group of peers that lists the names of various community employees and their salaries. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #16}
5. A small group of students will visit the mayor’s office and interview the mayor, her secretary, and the deputy mayor. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #16}

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}
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 INSTRUCTIONAL 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:

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

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

Using the eye, magnifying glass, and microscope, find reoccurring shapes and patterns in nature and develop a way to classify the patterns. Students will create posters sharing the patterns, shapes, and structures that they found.

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

1. The student will identify circles found in nature.
2. Using a "yes" / "no" communication system, the student will verbally answer question regarding the size, color, and size of items found in nature.
3. The student will make drawings of forms and structures of as seen within a of different leaves as seen under the microscope.
4. The student and a peer will create a bulletin board describing the microscopic structures of different leaves.
5. Students with and without disabilities will study the differences between the patterns on woolly caterpillars and describe the patterns and structures.

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 walk on uneven terrain in the park carrying a bag holding the items collected with the support of a peer holding one hand. [TARGETED SKILLS: motor skills] [COACH: ]
2. The student will point in the direction he wants to go, when asked “Where should we go next?” by his companion. [TARGETED SKILLS: communication skills] [COACH: COMMUNICATION #1, #2, #9]
3. The student will bring an item to a peer, ask the question “What is this?” and wait for the answer. [TARGETED SKILLS: communication skills] [COACH: COMMUNICATION #10, SOCIALIZATION #13]
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

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

Observe cloud patterns over one month. Construct a classification system. Identify patterns and how they relate to temperature, rain, barometric pressure, and wind.

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

1. The student will read a rainfall gauge daily and record data on a student constructed chart.
2. The student will locate the weather chart in the daily newspaper (based upon consistent patterns), cut it out, and paste it in the weather log.
3. The student will observe the sky and draw a picture that denotes colors, clouds, and sunlight.
4. The student will use cotton balls and chalk to construct models of different categories (patterns) of skies.
5. The student will construct a wind sock, hang it outdoors, observe it daily, and record the effect of the wind on the windsock daily.

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:

D.
1. The student will purchase a newspaper daily for the class. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #69}
2. Using an ETRAN board the student will use eye-gaze to make a choice between a set of picture communication symbols to identify if the weather is “hot,” “warm,” or “cold.” [TARGETED SKILLS: communication skills; motor skills] {COACH: COMMUNICATION #2, #9}
3. The student will push the BIG MAC switch and play the recording of the day’s cloud formation that was recorded by a peer. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #8}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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

Review the newspaper employment adds in this community over the last five years, identify patterns: interrelationships between jobs, the economy, and/or natural phenomenon: and trends. Students will then predict the employment scene/job market for each of the next 3 months. They will then test their predictions.

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

(1) The student will find the employment section in the newspaper based upon matching patterns and words.
(2) The student will classify newspapers into categories based upon month and year.
(3) The student will make tally marks as directed by a peer to count the number of ads in each category.
(4) Using the newspaper weather reports; the student will construct a chart with a peer that records the number of days each month that it was: (a) below freezing, (b) snowing, and (c) raining.
(5) The student and a peer will list the Dow Jones Index for each day of the month and create a graph.

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 operate a copy machine with the assistance of a peer to make copies of employment adds from old newspapers at the newspaper office. [TARGETED SKILLS: critical vocational activity] [COACH: VOCATIONAL #75, #81]
(2) The student will correctly read the complete date on the newspaper to a peer, [TARGETED SKILLS: functional academic skill] [COACH: APPLIED ACADEMICS #39, #40]
(3) The student will greet the librarian in an appropriate volume when entering the library. [TARGETED SKILLS: communication skills] [COACH: COMMUNICATION #6; SOCIALIZATION #13]
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

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) Use a object symbol shelf (calendar box) to predict the next activity in his daily schedule.
(2) State if two objects are the same
(3) Sort silverware from the dishwasher in the cafeteria into appropriate containers.
(4) Follow a model to set four places at a lunch table with silverware, napkin, plate, cup, and salad bowl.
(5) Construct a glass beaded bracelet with peers following a preset pattern.
(6) State the category of grocery items and find the item in the appropriate aisle/section of the store.
(7) State what activity comes next, given a familiar picture schedule with an entry missing.
(8) Match socks by two attributes (i.e., color, length, size).
(9) Write numerals 1-100 on a 10 x 10 numeral chart.
(10) State if two words are the “same” or “different,” given two words beginning with the same letter.
(11) Independently walk to the appropriate location in the classroom and initiate the defined task, when given a consistent communicative touch to the body that denotes a specific, familiar routine. (student with deafblindness)
(12) Correctly answer the question, “Is (student name) a boy?
(13) Make the choice if he chooses to eat a food when the food is presented on a spoon within his visual field prior to taking it to his mouth.
(14) Answer the question, “Do you think it will rain?” after having the opportunity to go outdoors and observe the sky.
(15) Follow a the sequence of behaviors set forth in a pictorial social story reviewed with the student prior to going to the cafeteria for lunch.
(16)
(17)
(18)
(19)
(20)

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

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.

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. [TARGET 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}
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, peat moss, and loam) by pointing to an example of the material when named by a peer.

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}
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. The student will clearly ask three questions in an interview format. [TARGETED SKILLS: communication skills, social skills] [COACH: COMMUNICATION #10; SOCIALIZATION #13, #14, #15]
7. 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]
8. 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]
MORE IDEAS AND EXAMPLES:

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.

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 there 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 devise to find out the changes in the meal she prepared and how meal preparation and eating habits have changed over the last 75 years.

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

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

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

GOAL 1: Use Basic Communication and Mathematics Skills

#### Academic Expectation 1.15:
Students construct meaning from and/or communicate ideas or emotion through movement.

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

Following a snowstorm, groups of children will be asked to create a modern dance that expresses the movement, emotions, and feeling of a snowstorm.

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

1. During the choreography of the snowstorm sequence, the student will respond to “yes” / “no” questions relating her preferences regarding the dance sequence.
2. While sitting in her wheelchair, the student will hold and move small props as part of the presentation.
3. The student will throw hands full of white confetti toward a strong fan to produce snow for the presentation.
4. The student will perform an active role on the snowstorm presentation.
5. The student will accurately complete the steps/movements in her portion of the snowstorm sequence.

**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 independently put on her tights and leotard for the snowstorm presentation. [DOMAIN: personal management // TARGETED SKILLS: critical domestic activity] {COACH: PERSONAL MANAGEMENT #27}
2. The student will follow two and three step verbal directions given by peers and adults in preparing for the presentation and during the presentation. [DOMAIN: personal management // TARGETED SKILLS: basic communication skill] {COACH: COMMUNICATION #7}
3. The student will accept unexpected changes in routine without crying or biting her hand. [DOMAIN: personal management // TARGETED SKILLS: basic behavior skills] {COACH: SOCIALIZATION #17, #20}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

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

The students will create a video of young children expressing emotions, feeling, and intention through body movement, gestures, vocalizations, and facial expressions. They will presented the video to a preschool class that will be enrolling a preschool child who uses nonverbal, non-symbolic forms of communication and demonstrate the power and effectiveness if nonverbal/non-symbolic forms of communication.

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

1. The student will review the video tapes produced by peers with a small group of peers and make choices as to her preferences of clear representations of emotions, feelings, and intentions.
2. The student will use picture communication symbols to identify the emotion, feeling, or intention being expressed by the young child on the video.
3. During observation and video-taping by a small group of middle school students in the preschool or daycare classrooms, the student will direct videographer’s attention to the motor behavior of a young child that represented a feeling, emotion, or intent.
4. The student will appropriately video a preschool student who is engaging in movement behaviors that are representations of feeling, emotions, or intents.
5. The student will participate as a member of a small group making editing decisions related to the class video.

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 keyboard, mouse, and software to create text slides and/or illustrations that organize the class video. [DOMAIN: personal management // TARGETED SKILLS: basic motor skill, critical vocational activities] {COACH, SOCIALIZATION #18, #19, SCHOOL #62}
2. The student will use a keyboard and computer to create the credits portions of the class video. [DOMAIN: personal management, vocational // TARGETED SKILLS: basic motor skill, critical vocational activities] {COACH, SOCIALIZATION #18, #19, SCHOOL #62}
3. The student will introduce herself to the adults in the preschool classroom by initiating a social interaction and handing them her I.D. card. [DOMAIN: personal management // TARGETED SKILLS: basic communication skills, basic social skills] {COACH; COMMUNICATION #6, SOCIALIZATION #13}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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<tr>
<th>GOAL 1: Use Basic Communication and Mathematics Skills</th>
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<tr>
<td>Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.</td>
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A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Students will attend a number of differing dance opportunities or dance performances throughout different cultures and regions of their community. Student will write how the differing forms of dance make them feel as participants and or performers. Students’ written responses to the differing dance forms should address emotion, cultural differences, historical differences, differences in regional expectation, and differences in the age of presentors and the era of the dance form.

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 drawing of her perceptions of each dance presentation.
2. The student will dictate a review of each dance presentation to a peer.
3. The student will answer questions asked by a peer about the emotions, feelings and intents expressed by the various dance performances. The answers to the questions will be in 4 - 6 word sentences.
4. The student will participate with the dancers on stage during or after the performance. The student will have the opportunity to experience the motion, the accompaniment, the interaction between, the dancers, and the energy of the performance.
5. The student will make a movement presentation of her perceptions of each movement/dance performance.

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. With the assistance of a peer, the student will review the performing arts sections of the newspaper to find performance opportunities in the community. [DOMAIN: personal management // TARGETED SKILLS: basic functional academic skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #18, #19; APPLIED ACADEMICS #39, #40, #44}
2. The student will dial the telephone, given the number orally by a peer, to contact individuals in the community that can help arrange and schedule dance performances. [DOMAIN: personal management // TARGETED SKILLS: basic functional academic skills] {COACH: COMMUNICATION #7, #39}
3. The student will, with the assistance of a peer, move her wheelchair in the community and within the performance venues. DOMIAN: personal management // TARGETED SKILLS: critical community activity {COACH: #67}
GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.15: Students construct meaning from and/or communicate ideas or emotion through movement.

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. Use a series of body motions and/or facial expressions to express joy, exuberance, enthusiasm.
2. Use a series of body motions and/or facial expressions to express refusal or rejection of an individual or activity.
3. Act out/pantomime an activity with which he participated in another classroom, or setting on or off the school campus.
4. Make a request for a certain activity or item using gestures/pantomime.
5. Move her body appropriately upon a verbal request for a specific movement by a peer or adult.
6. Move her body appropriately given a verbal request and model of the movement by a peer or adult.
7. Stand “behind” a peer given verbal request by a peer or adult.
8. Role from prone to supine in response to the verbal request of a peer to “roll over.”
9. Repeat a three-step sequence of movements, given a model by a peer.
10. Verbally define the emotion being expressed by a peer, using body motions, gestures, and facial expressions to convey an emotion.
11. Point to the appropriate picture communication symbol, black and white line drawing, that represents the emotion being expressed by actors in a video prepared by peers.
12. Participate in the choreography and presentation of a dance performance that represents being left out or segregated from peers.
13. Make a presentation, using body movements, gestures, and facial expressions of what it would feel like to swim in the ocean.
14. Observe presentations of a variety of dance forms and expressions (e.g., ballet, folk, modern, jazz, ethnic, and popular) in a variety of settings throughout the community.
15. Participate on the stage with dancers in experiencing rhythmic ethnic dance forms.
16. 
17. 

If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academics Expectation:

COMMUNICATION: #3, Make requests; #5, Expresses rejection/refusal, #7 Follows instructions; #11 Sustains communication with others; #24 Advocates for self.
SOCIALIZATION: #13 Responds to the presence and interactions of others.
LEISURE/RECREATION: #40, Engages in active leisure with others.
SELECTED ACADEMICS: #41, Reacts to objects, activities, and/or interactions by displaying some observable change in behavior #44, Differentiates/discriminates between various things.
SCHOOL: #65 Participates in small groups; #66, Participates in large groups.

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

<table>
<thead>
<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
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<tbody>
<tr>
<td>Academic Expectation 2.20: Students recognize continuity in historical events, conditions, trends and issues in order to make decisions for a better future.</td>
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</tbody>
</table>

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

Students will research and find illustrations and pictures of past and present automobiles and draw illustrations of their predictions for future automobile styles.

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

1. The student will take a Polaroid photograph of a variety of new and antique automobiles.
2. The student will copy illustrations or photographs of automobiles of the past, present and future.
3. The student will work with a group of peers to construct a model of an automobile of the past and future out of cardboard boxes – cardboard – and tape.
4. The student will take a ride in an antique car owned by a community volunteer.
5. Shown pictures, the student will state “old car” or “new car” or “future car.”

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 the year, make and model of a car he has photographed. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #49}
2. The student will use tempa paint to add to a cardboard model of car. [TARGETED SKILLS: communication skill, social skills, motor skills] {COACH: SELECTED ACADEMICS #42, #44, #46}
3. The student will independently use the appropriate restroom when visiting an automobile dealership. [TARGETED SKILLS: communication skills, social skills, critical domestic activity, critical community activity] {COACH: COMMUNICATION #3; SOCIALIZATION #17, #18, #19; PERSONAL MANAGEMENT #28, #29, #30}

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.20: Students recognize continuity in historical events, conditions, trends and issues in order to make decisions for a better future.

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

Students will research the history of the underground railroad in Kentucky. Students will write and perform a play based on historical events, individuals or places in Kentucky’s role in the underground railroad.

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

1. Given an illustration of individuals involved in the daily life of slavery, the student will verbally explain the nature of slavery in the South.
2. The student will attend to a video depicting the nature of slavery in the South.
3. The student will verbally describe what it means to be “free.”
4. The student will participate in a small group by painting the background depicting the nature of the slave quarters.
5. The child will attend to a peer reading Amos Fortune, Free Man and answer yes/no questions about each chapter.

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 state his lines in the play. [TARGETED SKILLS: communication skills, social skills] [COACH: COMMUNICATION #7, #8]
2. The student will request assistance in an appropriate manner when painting the background scenery. [TARGETED SKILLS: communication skills, social skills, behavior skills] [COACH: COMMUNICATION #3; SOCIALIZATION #18]
3. The student will assist peers in constructing wooden supports for scenery. [TARGETED SKILLS: social skills, behavior skills, motor skills, critical recreation/leisure activity. Critical vocational activity] [COACH: SOCIALIZATION #20, LEISURE/RECREATION #40; SELECTED ACADEMICS #42, #44, #45, #46; VOCATIONAL #62]
**GOAL 2: Apply Core Concepts and Principles**

**Academic Expectation 2.20:** Students recognize continuity in historical events, conditions, trends and issues in order to make decisions for a better future.

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

Students will read *Undaunted Courage* and participate in daily discussion on the progress of the expedition, historical impact, geographic implications, economic factors and the dynamics of leadership and decision-making by Lewis & Clark and the representation of the Native Americans’ interests.

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

1. The student will make an oral presentation on Sacagawea based on a series of captioned illustrations that a peer assisted her in researching and preparing.
2. The student will assist a group of peers in preparing a map of the progress of the expeditions.
3. The student and a peer will find portraits of Lewis, Clark, Jefferson and Sacagawea to post in the classroom.
4. Upon request, the student will locate important locations on a map depicting the progress of the expedition (e.g., St. Louis, The Missouri River, the Rocky Mountains).
5. The student will create a journal of drawing of various birds and other animals discovered and documented along the path of the expedition.
6. [ ]
7. [ ]
8. [ ]
9. [ ]
10. [ ]

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**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 attend to a presentation by peers of key events of the expedition. [TARGETED SKILLS: social skills, behavior skills, critical recreation/leisure activity] (COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41, #42, #43, #44)
2. The student reads a narrative depicting an event of the expedition written by a peer at his reading level. [TARGETED SKILLS: functional academic skills] (COACH: SELECTED ACADEMICS #47, #48)
3. The student writes a story about an event depicted in the book. [TARGETED SKILLS: functional academic skills] (COACH: SELECTED ACADEMICS #42, #44, #46, #47, #50)
4. [ ]
5. [ ]
MORE IDEAS AND EXAMPLES:

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

The student will:

1. Use the ASL signs for “now,” “future” and “past” appropriately.
2. Use picture symbols for today, yesterday and tomorrow to answer questions related to her schedule of school events.
3. Attend to her grandfather telling stories about his role in World War II.
4. Place photographs of herself at various ages participating in school and family events into chronological order.
5. Answer questions regarding a historical fiction account of the early life of Abraham Lincoln in Kentucky read to her by a peer.
6. Point to picture symbols “new” or “old” to express time placement of a series of photographs depicting dress, transportation, communication, technology and housing.
7. Relate to a description of a past event (e.g., trip, birthday) verbally.
8. Choose and identify photographs of herself at different ages from a set of photographs including herself and familiar and unfamiliar individuals.
9. Participate in personal future-planning by making choices about preferences for future employment.
10. Make a list of skills she will need to live independently in her own apartment when leaving school.
11. Use a tangible symbol schedule to plan activities for the afternoon.
12. Work with a group of peers to create a scrap book of newspaper clippings and copies of articles relating to the Kentucky Derby over the last 50 years.
13. Cooperate with a group of peers creating a mural representing a historical event.
14. Play a role in costume depicting the events of the first Thanksgiving.
15. Assist in the creation of scenery and props and costumes for the class production relating to the Boston Tea Party with a group of peers.
16. 
17. 
18. 
19. 
20. 

If you are Using COACH-2*, the Following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #44, Differentiates/discriminates between various things.

**EXAMPLE FOR ELEMENTARY LEARNERS:**

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**A. Sample Instructional Activity for Typical Elementary Learners that Incorporates this Desired Academic Expectation:**

Groups of students will explore the agricultural products of Kentucky and the surrounding states and see how geography impacts upon the growing, the harvesting, sale, and distribution of the various products.

Why are timber, corn, and tobacco the major crops of Kentucky?

**B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:**

1. The student will interview a number of tobacco growers to determine why tobacco grows well in Kentucky.
2. A group of students will research the differences in farming timber, corn, soybeans, tobacco, and cotton.
3. The student will visit a tobacco field and a corn field and state how they look different and how the process of farming and harvesting are different.
4. The student and a peer will interview an individual involved in the timber industry to find out what they do to keep from running out of trees and destroying the environment.
5. The student and peers will visit the University of Kentucky Agricultural Cooperative in their county to learn more about agricultural production in their county.

**C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:**

1. The student will ask a question during the interview using a cue card with words and picture-communication symbols. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #12; SOCIALIZATION #14; SELECTED ACADEMICS #42, #44, #47, #48}
2. Carry on a conversation with a tobacco farmer regarding the nature of the process of planting, nurturing, and harvesting a tobacco crop. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11, #12; SOCIALIZATION #13, #14, #15, #17, #23}
3. Dictates a summary of his experiences on the corn farm to a peer. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #7, #8, #11; SOCIALIZATION #15; SELECTED ACADEMICS #42, #43}
EXAMPLE FOR MIDDLE SCHOOL LEARNERS:

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

Academic Expectation 2.19: Students recognize the geographic interactions between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

A. **Sample Instructional Activity for Typical Middle School Learners that Incorporates this Desired Academic Expectation:**

   Students will research where in Kentucky there were settlements of Native Americans, what the settlements might have looked like, why they might have been in those locations, and what artifacts and structures remain that confirm their presence and their way of life — agriculture and/or hunting.

B. **Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:**

   1. The student will create a model of a Native American settlement with a group of peers.
   2. Go to the children's section of the library and find books with pictures depicting the way of life of Native Americans in the region along the Ohio and Mississippi Rivers.
   3. The student will listen to a peer reading a book about how the Native Americans settled along the rivers of this region.
   4. The student and a peer will research the names of the groups of Native Americans that settled in our region at the library and on the Internet.
   5. The student will participate in a dramatic presentation depicting the way of life of the Native Americans that lived along the Kentucky rivers.
   6. 
   7. 
   8. 
   9. 
   10.

C. **Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:**

   1. The student will read from an illustrated book about Native Americans in this region. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47, #48}
   2. The student will share Indian artifacts that he and his brothers had found in their cornfield and make a presentation to classmates. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION#8, #10, #11}
   3. The student will hold and display the Indian artifact as a peer makes a presentation. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION#7, #10; SELECTED ACADEMICS #42}
   4. 
   5.
EXAMPLE FOR HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.19: Students recognize the geographic interactions between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

A. Sample Instructional Activity for Typical High School Learners that Incorporates this Desired Academic Expectation:

Students will study the impact of Kentucky’s geography on decisions to create man-made lakes. They will also the impact of these lakes on the distribution of population, economies of the surrounding areas, the production of electricity, the availability of water, and the ecology of Kentucky.

B. Ways Students with Moderate and Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

1. The students will visit the parks overlooking one of the man-made lakes and take photo of the dam, geography and rock formations of the area.
2. The student and a peer will find maps from prior to damming of the river and compare old and new geographic features.
3. The student and a peer will make a replica of one of the man-made lakes and it’s surrounding areas and communities using clay or other media.
4. The student and a group of peers will visit the dam at one of the man-made lakes and to learn how power is generated for the region.
5. The student will participate in a demonstration of the way running water can generate electricity researched and developed by a group of peers.
6. 
7. 
8. 
9. 
10. 

C. Ideas for Providing Students with Moderate or Severe Disabilities Opportunities to Participate in this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:

1. The student will participate in a hike along the trail of a recreational area containing one of the man-made lakes. [TARGETED SKILLS: motor skills, critical community activity, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #19, #20; LEISURE/RECREATION #40; COMMUNITY #73}
2. Accepts assistance when using restroom facilities at the park. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical domestic activity] {COACH: COMMUNICATION #2, #3, #7; SOCIALIZATION #14, #17, #19, #20, #22; PERSONAL MANAGEMENT #28, #29, #30}
3. Follows the instructions of peers when creating a model of the lake using clay on a piece of poster material. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: COMMUNICATION #7, SOCIALIZATION #18, #19, #20, #23, #24}
4. 
5. 
MORE IDEAS AND EXAMPLES:

GOAL 2:  Apply Core Concepts and Principles

Academic Expectation 2.19: Students recognize the geographic interactions between people and their surroundings in order to make decisions and take actions that reflect responsibility for the environment.

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

The student will:
(1) Locate her seat within the classroom independently.
(2) Upon request, locate the school secretary’s desk to deliver the attendance report.
(3) Give a peer accurate directions to the women’s restroom.
(4) State the name of the street on which she lives
(5) Participate as a member of a small group to create a floor plan/map of their classroom.
(6) Use the words beside, in front of, and behind to describe the location of various classmates as they sit in their desks.
(7) Upon request, stand behind a given individual in a line.
(8) Locate Kentucky on a map of the United States of America.
(9) Assemble a puzzle of the 50 states of the United States of America.
(10) Find four cities on the Ohio River, on a map of Kentucky
(11) Locate rural communities and urban centers on a map of Kentucky.
(12) Explain why early settlers established settlements at Boonesboro, Louisville, Owensboro, Paducah, and other river towns.
(13) Research the locations of the earliest Native American settlements in Kentucky with a group of classmates.
(14) Explore the impact of geography on the on the development of the bourbon industry in Kentucky with a group of classmates.
(15) Interview individuals in the tobacco to find out why tobacco has been a successful crop in Kentucky.
(16)
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COACH* Activities within this Academic Expectation:

COACH: SELECTED ACADEMICS: #44; Differentials/discriminates between various things.

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.18: Students make economic decisions regarding production and consumption of goods and services related to real-life situations.

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

The teacher will initiate a token economy that rewards students for behavior, work completed, extra credit work, school jobs, and service to the community. Students will develop a form to keep track of income and outgo of points and a menu of options for spending points. Students will earn and record their accumulation of points and make decisions about using their points to purchase menu items. Students will be responsible for recording income and outgo and make decisions if and when they have enough points to purchase a desired item or opportunity.

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

1. The student will make a decision to buy a cheaper item or save for a more valuable option.
2. The student will maintain neat, clear, accurate records of points accumulated and spent.
3. The student will accurately state if he has enough points to purchase a desired option.
4. The student will verbally explain that he must earn enough points quickly enough so that he can purchase a desired item before the supply is gone.
5. The student will verbally state his plan for immediate or future spending of his accumulated points.

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 independently count sets of tally marks and arrive at his accurate number of points. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47, #51}
2. When given the number of points that he has accumulated by a peer, he will find that numeral on a number line. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #2, #7; SELECTED ACADEMICS #42, #44, #46, #47, #51}
3. Working with a peer, the student will color in his progress on a bar graph to determine when he has enough points to purchase a desired option. [TARGETED SKILLS: functional academic skills, motor skills, communication skills] {COACH: COMMUNICATION #2, #7; SELECTED ACADEMICS #42, #44, #46, #47, #51}

4. 
5. 
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

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

The students will plan, initiate, and maintain an in school business to sell bouquets of balloons to celebrate special occasions and special relationships before school and during lunch. Students will manage the purchase of supplies and materials, plan for special events and holidays, and document income and expenditures.

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 keep track of the supply of balloons and helium and notify the management when supplies are low.
2. The student will participate in planning sessions to determine which specialty items must be purchased for holidays or special events (e.g., Halloween, Valentine’s Day, prom).
3. Given money by a family member the student will choose and purchase balloons for a family member’s birthday.
4. The student will accurately record the sale on a data sheet that documents the type of bouquet sold.
5. The student and a peer will survey peers to gather data to estimate how many Valentine’s Day bouquets will have to be produced.
6. The student will travel throughout the school to deliver balloons to teachers who have placed orders for special dates. [TARGETED SKILLS: motor skills, social skills, orientation/mobility skills] {COACH: COMMUNICATION #2, #6, #7, #8, #9; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19, #20; SELECTED ACADEMICS #41, #42, #43, #44; VOCATIONAL #82}
7. The student will put out his hand to receive money as a peer purchases a balloon bouquet. [TARGETED SKILLS: motor skills, social skills] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #14, #15, #16, #19, #20; SELECTED ACADEMICS #41, #42; VOCATIONAL #82}
8. The student will establish eye contact with a person buying a balloons and smile appropriately. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #9; SOCIALIZATION #13, #14; SELECTED ACADEMICS #41}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

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

**Academic Expectation 2.18:** Students make economic decisions regarding production and consumption of goods and services related to real-life situations.

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

Students will study the pricing of gasoline in their area. They will gather daily and or weekly prices at a variety of locations throughout the region. Students will chart and graph price fluctuations and comparisons. They will interview gasoline wholesalers and distributors, research domestic and international factors that influence the pump price of gasoline. They will explore local factors such as urban-rural, residential locations versus locations near expressways, local competition factors, and holiday travel.

**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 interview a local gasoline distributor and discover who sets the daily gas prices in their area.
2. The student and a peer will record the gasoline prices at a local station daily.
3. Working with a small group of peers use newspapers, reference materials, and the Internet to research trends in gasoline prices over the last 50 years.
4. Using computer graphing software, create a graph of gasoline prices for one month at a local station.
5. Gather, record, and graph gasoline prices at a gasoline station adjacent to an interstate expressway two weeks before and after the Thanksgiving holiday weekend with a small group of peers.

**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. Copy the price of a gallon of regular gas onto a clipboard. [TARGETED SKILLS: functional academic skills, motor skills]  {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46, #47, #48, #49; SOCIALIZATION #19, #20}
2. Walk with a group of peers to the gasoline station near the school. [TARGETED SKILLS: motor skills, behavior skills, social skills, critical community activity]  {COACH: COMMUNICATION #7; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19, #20; SELECTED ACADEMICS #41, #42, #43, #44, #47; COMMUNITY #73}
3. Pump gasoline into the family car with the assistance of his father.  [TARGETED SKILLS: motor skills, critical community activity]  {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #45, #46}

(4) 
(5)
Goal 2: Academic Expectation 2.18  
Structure and Function of Economic Systems

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.18: Students make economic decisions regarding production and consumption of goods and services related to real-life situations.

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-Apropriate Activities:

The student will:
(1) Tally the points he accumulates for positive behavior and accomplishment of tasks and determine when he has enough points to exchange them for a trip to Hardee’s.
(2) Sign more when the copy machine is out of paper.
(3) Make sure each individual on a student assembly line has enough materials or supplies to maintain the activity of the assembly line.
(4) Write numerals in the proper place to deduct a check on a check register.
(5) Given an initial balance, write three checks to pay bills and determine the new balance.
(6) Given a starting balance on a calculator, deduct the prices of three items to be purchased at the grocery store to determine if she has enough money to purchase the items.
(7) Determine how many pieces of candy she needs to give each individual in her group one piece.
(8) Determine how many hot dogs, buns, potato chip, kool-aide and oranges she needs to feed eight peers.
(9) Visit a local gas station daily for one month and create a bar graph of the price of regular gas.
(10) With a peer, interview a gasoline distributor to determine why gas prices change from day to day and week to week.
(11) Visit a group home for individuals needed living support and interview the house manager about the costs of living in that home – food, laundry, entertainment, rent, etc.
(12) Visit a video rental store and develop an hypothesis why different videos cost different amounts to rent.
(13) Review the menu of two local diners with a peer, determine how much it might cost to eat lunch for a week, and decide which diner is less expensive.
(14) Record and graph the price of oranges from September through June.
(15) Determine if you have enough tokens to purchase a reward from the menu of options.

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(20)

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

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

### GOAL 2: Apply Core Concepts and Principles

| Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world. |

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

Using a variety of combinations of tempera paint, see if the class can create 100 different faces with differing skin color, eye color, hair color, and facial features and create a bulletin board or wall display depicting the variety of children in Kentucky.

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

1. The student will mix paint with peers and draw a variety of faces for the bulletin board.
2. The student will verbally express the concept that everyone look different and that is good.
3. The student will draw diverse faces on the series of unique individuals.
4. The student will use a variety of colors and tones to represent different hair styles, hair colors, eye shapes and eye colors.
5. The student will find a baby-naming book to provide names for each face that represents different origins and derivations.

### 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:

1. The student will name the colors and shapes in the drawings in response to questions from peers. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #7, #10, #11; SOCIALIZATION #15}
2. Using her preprogrammed communication device, the student will provide suggestions and encouragement to peers who are constructing the bulletin board. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #9, #11, SOCIALIZATION #14, #15, #19, #20; SCHOOL #65}
3. The student cooperates with peers in cleaning up the arm room after the painting activity. [TARGETED SKILLS: social skills, critical school activity, critical vocational activity] {COACH: SOCIALIZATION #19, #20; SCHOOL #65, #67}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles
Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.

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

Small groups of students will research the Native American history and culture and then write and present various historic and contemporary skits about events, celebrations, customs, or social issues related to the Native American populations.

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

1. The student and his father will share their collection of native American artifacts with the classes.
2. The student will draw or copy illustrations of Native American costumes from a reference book or encyclopedia.
3. The student and a peer will find books of Native American rituals and celebrations.
4. The student and a peer will research and write a skit regarding the interrelationship between Native Americans of the Plains and the American buffalo.
5. The student and a group of peers will research the real role of the “peace pipe” in the interactions between Native Americans and the settlers.

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:

1. The student will manipulate a “mouse” with the guidance of a peer to access the Internet and research the presence of Native Americans in pre-frontier Kentucky. [TARGETED SKILLS: motor skills, critical recreation leisure activity]  {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47}
2. The student will use fluent speech and appropriate volume when participating in a skit presented by his team. [TARGETED SKILLS: communication skills, social skills]  {COACH: COMMUNICATION #8, #11}
3. The student will change facial expression and activity level when listening to Native American music with ritual drums and flutes to express a desire for the music to continue. [TARGETED SKILLS: communication skills, social skills]  {COACH: COMMUNICATION #1; SELECTED ACADEMICS #41; #42}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.

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

Research how differing families and individuals from differing cultures, ethnic groups, and nations historically and currently address critical disability issues, such as: the education of individuals with disabilities, religious views of disability, employment for individuals with disabilities, selective non-treatment of infants with disabilities, parental feeling of guilt or responsibility, and/or issues of shame and blame.

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

(1) The student will identify and correspond with another student with Down syndrome attending school in another country.
(2) Using a poster that he constructed with a peer as a guide, the student will present his letters to a group of peers and state what he learned about the school experience of the other student.
(3) A group of students will interview individuals who lived in other nations regarding attitudes and beliefs.
(4) The student and a peer will research the practice of current and past cultures to allow disabled infants to die due to non-treatment of medical conditions or denial of food and water.
(5) The student and a peer will present their findings on historic attitudes about the origins of epilepsy and individuals with epilepsy.
(6)
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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:

(1) The student will write headings, information and descriptions onto his poster using one inch manuscript letters. [TARGETED SKILLS: functional academic skills, motor skills] (COACH: APPLIED ACADEMICS #49)
(2) With the assistance of his parents, the student will construct an easel for his poster using basic woodworking tools. [TARGETED SKILLS: critical recreation/leisure skill] (COACH: SELECTED ACADEMICS #42, #44, #45, #46)
(3) The student will listen to information read by a peer about historic practices toward individuals with disabilities and answer "yes/no" questions about the content. [TARGETED SKILLS: communication skills, functional academic skills] (COACH: COMMUNICATION #2; SELECTED ACADEMICS #44)
GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.17: Students interact effectively and work cooperatively with diverse ethnic and cultural groups of our nation and world.

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) Work alongside individuals of various abilities, disabilities, races, cultures, ethnic origins, and or ages in a respectful, caring, cooperative manner.
(2) State her abilities and disabilities in a clear and respectful manner.
(3) Demonstrate the ability to care for someone with differing or more severe disabilities.
(4) Create a collage of faces from magazines and or individual artwork that depicts the variety of human skin color.
(5) Create a bulletin board of illustrations of individuals from varying ethic, national, and cultural origins wearing different clothing which represents nation or culture.
(6) Create a photograph journal with a peer of how different students within the school choose to dress and report on the different “cultures” within the student population.
(7) Conduct and record a interview with an adult from another culture and share his interview with a group of peers.
(8) Eat at a restaurant that prepares food from a different cultural, ethnic, or national origin.
(9) Learn to speak a number of words and/or phrases in another language.
(10) Visit the home of a peer from a differing cultural, national, or ethnic origin and illustrate her experience in a poster.
(11) Research the history of Native Americans in Kentucky with a peer at the school and community library.
(12) Make a report to the class on activities of the underground railroad in Kentucky.
(13) Participate in a school wide fiesta with food, music and dancing.
(14) Work with a parent to gather materials and make a costume for the school wide fiesta.
(15) Listen to a live presentation of music native to the Kentucky Appalachia region.

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

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

Students will read books about animal and human families. Students will write and perform a play involving a variety of different families.

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

(1) The student will participate in the performance of the class play.
(2) Using photographs of his family members, the student will make a presentation to the class about his family.
(3) The student will make suggestions regarding the costuming for various family members.
(4) The student will describe how each person’s role in the play reflects the typical roles of various family members.
(5) The student will cut pictures from magazines depicting the diverse roles and responsibilities of mothers.

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 and concisely state his lines in the class play. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #11}
(2) The student will use a paintbrush to assist in the painting of the scenery for the play. [TARGETED SKILLS: motor skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #19, #20; SCHOOL #65, #67}
(3) The students and a small group of peers purchase supplies needed for the play at K-Mart. [TARGETED SKILLS: social skills, functional academic skills, critical community activity] {COACH: COMMUNICATION #7; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19, #20, #22; SELECTED ACADEMICS #41, #42, #43, #44, #45, #46, #47, #48, #52; COMMUNITY #73, #76, #79}
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

<table>
<thead>
<tr>
<th>GOAL 2: Apply Core Concepts and Principles</th>
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</thead>
<tbody>
<tr>
<td>Academic Expectation 2.16: Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.</td>
</tr>
</tbody>
</table>

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

Students will read *The Biography of Grizzly* by Ernest Thompson Seton and will write a story of an incident from their experience a within the parent-child social system.

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

1. With the support of a peer, the student will compose, illustrate, and share an incident that occurred within his family system.
2. With the assistance of a peer, the student will care for a younger family member.
3. The student will ask classmates to participate in one of his “Circle of Friends” meetings.
4. Student will find other books in the library that relate to the parent-child relationship.
5. The child will choose from a variety of human and animal pictures/photographs those that show parent-child interactions.

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. Upon listening to a section of the book, using peer generated line drawing as a guide, the student will retell that section of the story. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8, #11}
2. The student will sit in his chair, keep his hands in his lap, and listen to the book being read by a peer for at least 20 minutes per day. [TARGETED SKILLS: behavior skills, communication skills, critical recreation/leisure activity] {COACH: SOCIALIZATION #13, #18, #19; LEISURE/RECREATION #39; SCHOOL #65, #69}
3. The student will type his story from a handwritten model using a typical computer keyboard. [TARGETED SKILLS: motor skills, functional academic skills, critical school activity] {COACH: SELECTED ACADEMICS, #42, #44, #46, #47, #49, #55}
Goal 2:  Academic Expectation 2.16 (page 3)
Structure and Function of Social Systems

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

GOAL 2:  Apply Core Concepts and Principles

Academic Expectation 2.16: Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.

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

Students will research the Civil Rights movement of the sixties and seventies and the Disability Rights movement of the eighties and nineties and discuss similarities and differences. Students will consider a variety of issues such as literature, publications, the nature of protests, the reaction of the communities to the demands of the movement, legislation related to the movement, issues of equity, and current status of both social groups.

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

(1) The student will go to the library with a peer and find copies of The Disability Rag.
(2) The student and a peer will find videos of disability rights and civil rights demonstrations and create a video juxtaposing the actions of the two advocacy groups.
(3) The student will view a video of the march from Selma to Montgomery, Alabama.
(4) The student will locate and listen to an audio tape of the “I’ve Got a Dream” speech of Martin Luther King.
(5) The student and a peer will view a video regarding the right to inclusion and friendship for persons with severe disabilities.
(6) The student will explain the impact of a disability rights cartoon from The Disability Rag.

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 complete a task analysis for using a VCR to present the video. [TARGETED SKILLS: critical recreation/leisure activity] {COACH: LEISURE/RECREATION #36}
(2) The student will participate in the introduction of their video. [TARGETED SKILLS: social skill, communication skill] {COACH: COMMUNICATION #8, #11}
(3) The student will verbally define the words “inclusion” and “segregation” and then write the definitions on a posterboard. [TARGETED SKILLS: communication, functional academics] {COACH: COMMUNICATION #10; SELECTED ACADEMICS #48, #49, #50}
MORE IDEAS AND EXAMPLES:

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

**Academic Expectation 2.16:** Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order, and change.

**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. Demonstrate a change in behavior state and/or attention upon hearing his mother’s voice.
2. Point to and name the pictures of members of his family when given a variety of photographs of children and adults.
3. Tell peers about his family’s celebration of Chanukah, using photographs as a guide.
4. State the names of the members of his family, when asked, “What is your mother’s name?” “What is your father’s name.” “What are your sisters’ names?” “What are your brothers’ names?”
5. Contribute to the completion of a task assigned to his group/team.
6. Completes regular chores in the home as a functioning member of the family social system; and self-monitor his performance of those tasks and report to peers.
7. Identify the mother, father, sister, and/or brother in a photograph or illustration of a family.
8. Participate in a Walk-a-thon to raise money for a community group.
9. Share belongings or toys with peers in a socially acceptable manner without prompts.
10. Demonstrate respect for authority by using respectful language and actions at the workplace.
11. The student will create a directory of the various churches in his community with the name of the minister, phone number and special services provided by the church (food bank, AA, clothing center, hot meals, etc.).
12. The student will participate in age-appropriate 4-H activities.
13. The student will join an age-appropriate Girl Scout or Boy Scout organization.
14. The student will participate in Saturday AM swimming classes at the YMCA/YWCA.
15. The student will make a presentation on the differences between membership in a segregated special education class and an age-appropriate typical class.

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

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.14 Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

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

The class will read three age-appropriate books about issues of justice, responsibility, choice, democracy and/or freedom. Groups can make presentations advocating for their favorite book. Students will vote to determine which book was the most popular. Students will discuss, write, and visually document why the winner was the winner.

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

1. The student will relate the story of the book verbally using the illustrations to guide the storytelling.
2. The student will choose his favorite book by pointing to his preferred book.
3. The student will attend to a story about democratic principles being read to her by a peer.
4. The student will activate a BIG MACK switch to play his prerecorded part of a report to the class about one of the books on democratic principles.
5. The student will demonstrate the ability to act as a responsible group member by sitting and listening to the presentations of other class members.

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 turn the pages of the book as the book is being read to him by a peer. [TARGETED SKILLS: communication skills, social skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7, #10; SOCIALIZATION #13, #14, #15, #19, #22; LEISURE/RECREATION #39; SELECTED ACADEMICS #41, #44, #46}
2. The student will assist a peer in counting the number of ballots submitted for each book. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #1, #2, #7, #10; SOCIALIZATION #19, #20, #22; SELECTED ACADEMICS: #41, #42, #44, #51; SCHOOL #65, #67; VOCATIONAL #82}
3. The student will turn the pages and hold up the pages for the group to see the pages while a peer or teacher reads a second copy of the book. [TARGETED SKILLS: communication skills, social skills, motor skills, functional school activity] {COACH: COMMUNICATION #7;SOCIALIZATION #13, #15#18, #19, #20,#22; SELECTED ACADEMICS #42, #44, #46; SCHOOL #66}
### ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

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

Academic Expectation 2.14 Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

<table>
<thead>
<tr>
<th>A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:</th>
</tr>
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<tbody>
<tr>
<td>Small groups of students are asked to plan and implement a physical activity with a group of young children. They are to plan the activity, present the rules in an oral and visual manner, conduct the activity, and evaluate the performance of the young children related to the clarity of their presentation of the rules.</td>
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<tr>
<th>B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:</th>
</tr>
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<tbody>
<tr>
<td>(1) Interact with a young child in a caring, respectful manner.</td>
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<tr>
<td>(2) Evaluate his performance as a caregiver on a teacher-developed self-evaluation of caring, respectful behavior.</td>
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<tr>
<td>(3) The student will activate a sequence of three switchers to state three different rules of the activity.</td>
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<td>(4) The student will state one strategy he might use if a conflict arises between two young participants in the activity.</td>
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<tr>
<td>(5) The student will state why it is important to wait for your turn when playing a game.</td>
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<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Use appropriate articulation and voice level when working with classmates and directing young children. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #10}</td>
</tr>
<tr>
<td>(2) Use a switch to turn a tape recorder on and off to provide musical cues for musical chairs. [TARGETED SKILLS: communication skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #22; RECREATION/LEISURE #40; SELECTED ACADEMICS #42, #46; SCHOOL, #66, #69}</td>
</tr>
<tr>
<td>(3) The student will appropriately give encouragement to young persons involved in the activity {TARGETED SKILLS: communication skills, social skills, behavior skills, critical recreation/leisure activity} {COACH: COMMUNICATION #1, #3, #7, #8; SOCIALIZATION #13, #14, #15, #17, #18, #20, #22; LEISURE/RECREATION #39}</td>
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GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.14 Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.

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

Groups of students will research the American's with Disabilities Act. Section 504 of the 1973 Rehabilitation Act, and the Individual with Disabilities Education Act and determine the impact of the federal government on the lives of persons with disabilities and the cost and benefits to all citizens the country. Students will read books, magazines, newsletters, journals, and newspapers and view videos and films depicting changes in the rights of individuals with disabilities.

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

1. The student will make a presentation to his peers regarding what being included in a typical class means to him.
2. The student will look up the words “rights” and “responsibilities” in the dictionary, discuss the concepts with a peer, and dictate what the words mean to him.
3. A student who uses a wheel chair and a peer will visit three community businesses and evaluate the ease of accessibility.
4. The student will state his feelings as an individual using a wheel chair when he confronts inaccessible environments.
5. The student and a peer will interview someone with a disability who is over 45 to see the differences between his/her childhood and that of an individual who did not have the rights assured by these acts.

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 type his definition of “rights” and “responsibilities” from the handwritten copy he dictated to a peer. [TARGETED SKILLS: communication skills, functional academic skills, motor skills, critical school activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #46, #47, #49, #55; SCHOOL #67}
2. The student will independently activate and accurately navigate his motorized wheel chair to travel from the classroom to the library. [TARGETED SKILLS: motor skills, critical school activity] {COACH: SOCIALIZATION #19; PERSONAL MANAGEMENT #35, #36; SELECTED ACADEMICS #42, #43; SCHOOL #70}
3. The student will “read” the universal symbols and decide the correct restroom in a community setting. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #48}
Goal 2: Academic Expectation 2.14 (page 4)
Democratic Principles

MORE IDEAS AND EXAMPLES:

<table>
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<tr>
<td>Academic Expectation 2.14  Students recognize issues of justice, responsibility, choice, and freedom and apply these democratic principles to real-life situations.</td>
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</table>

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) Choose a preferred snack from a tray with three real foods or packages of foods.
(2) Choose an activity from a set of three picture-symbols depicting different activities and go to that activity without verbal, gestural, or physical prompts.
(3) State the classroom rules when given a chart with line drawing depicting each rule.
(4) Choose the appropriate behavior in a social setting when given pictures of an individual behaving in appropriate and inappropriate ways. Prior to asking the student to make a choice, a verbal explanation of the individual's actions in each picture will be provided by an instructor or peer.
(5) Greet a peer or adult in a respectful manner.
(6) Demonstrate courteous and respectful behavior when eating in a restaurant
(7) Share a snack with a peer in a courteous and respectful manner.
(8) Work with a heterogeneous group of peers in a cooperative and effective manner to complete a task.
(9) Follow social and game rules when participating on a baseball/tee-ball team.
(10) Provide caring, respectful assistance to a small child.
(11) Mark his ballot to vote for a peer running for class office.
(12) Make a speech to convince peers that his position regarding a school issue is the best option
(13) Complete his assigned task/responsibility in a class community service project (e.g., painting the gazebo in the community park, cleaning leaves and brush from a historic cemetery).
(14) Create a poster depicting various rights assured by the Americans with Disabilities Act.
(15) Create and distribute a flyer for his community reminding individuals that it is important to vote in the upcoming election.
(16)
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If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

COMMUNICATION: #2, Makes choices when given options; #12, Asks questions of others.

Goa2l 2:  Academic Expectation 2.21 (page 1)
Interpersonal Relationships

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

<table>
<thead>
<tr>
<th>GOAL 2:  Apply Core Concepts and Principles</th>
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<tbody>
<tr>
<td>Academic Expectation 2.21 Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.</td>
</tr>
</tbody>
</table>

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

   Read the folk tale, Rumplestiltskin, present a play of the story, and create a bulletin board depicting appropriate and inappropriate ways to express anger.

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

   1. The student will role play the anger of Rumplestiltskin in presentation of the play.
   2. The student will answer the question, “Are you angry?” by nodding for “yes” or making a facial grimace for “no.”
   3. While watching the play, the student will recognize the part in the play when Rumplestiltskin gets very angry and jumps up and down by increasing her activity or smiling.
   4. Given pictures of children with various facial expressions and body stances and asked to point to the ones where the child in angry, the child will point to the appropriate pictures.
   5. The child will verbally state three things that make him angry or three recent experiences where he became angry.

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 read and respond appropriately to a social story on sharing materials without getting angry during the preparation of sets and props. [TARGETED SKILLS: communication skills, social skills] (COACH: SOCIALIZATION #18; SELECTED ACADEMICS, #42, #44, #48)
   2. The student will memorize and express her lines clearly in the play. [TARGETED SKILLS: communication skills] (COACH: COMMUNICATION #11)
   3. The child will greet the guest attending the class play. [TARGETED SKILLS: communication skills, social skills] (COACH: COMMUNICATION #6)
ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Applying Core Concepts and Principles

Academic Expectation 2.21: Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.

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

Research the impact of Mothers Against Drunk Driving (MADD) and Students Against Drunk Driving (SADD) and develop a video on the emotions of grief, anger, sadness, and fear and how they lead to the formation, development, and impact of this powerful movement.

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 interview a local police official to gather data regarding the number of accidents and fatalities over the last 29 years in their community that were attributed to drunk driving.
2. The student will participate in a role playing activity focused upon peer pressure to drink and strategies for saying “no.”
3. The student will view a video on the history and impact of MADD.
4. The student and peers will arrange for a car that has been demolished in a drunk driving accident to be brought onto the middle school campus.
5. The student and peers will visit a court room to observe the court appearance of individuals accused of drunk driving and make a presentation to the class regarding their experience.
6. 
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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 work as a member of a small group to construct a bulletin board presentation of the history of drunk driving accidents and fatalities in their community. [TARGETED SKILLS: motor skills, social skills] {COACH: SOCIALIZATION #19, #20; SCHOOL #65}
2. The student will work with a peer to make a list of various drinks that can make you drunk and beverages that are “OK.” [TARGETED SKILLS: motor skills, functional academic skills] {COACH: SELECTED ACADEMICS #44, #49, #50}
3. The student will ride the community bus to the courthouse. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73, #79}
4. 
5. 
GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.21 Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.

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

Students will survey a representative sample of students and adults on the rights of teens and adults to smoke. Students will identify the emotions involved by parents and teens and explore the behaviors and emotions in the nonverbal messages of smokers and nonsmokers, the impacts of peer pressures, the social pressures of advertising, and the right to freedom of choice.

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

1. The student will participate in a role play activity focused upon the social and peer pressures for teens to smoke and strategies for turning down a cigarette.
2. The student will work with a small group of peers to produce posters to be distributed throughout the school and community that might influence peers not to begin smoking or to quit smoking.
3. The student will dictate the reasons he chooses not to smoke to a peer.
4. The student will conduct a survey to see what percent of the students in their school have smoked a cigarette and how many smoke at least five cigarettes per day.
5. The student will create a poster depicting the rights of the non-smoker.

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 in the placement of posters throughout the school and community. [TARGETED SKILLS: social skills, critical community activity] {COACH: COMMUNICATION #7, SOCIALIZATION #18, #19, #20; SCHOOL #65; COMMUNITY #73}
2. The student will make tally marks and count by 5’s to assist in counting results of surveys. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #47, #51}
3. The student will operate his electric wheelchair carrying posters of the impacts of smoking to be posted in the community. [TARGETED SKILLS: critical community activity] {COACH: SELECTED ACADEMICS #42, #44, #46; COMMUNITY #73}
MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.21 Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.

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. Respond appropriately to the question, “Are you angry?”
2. Use the words “happy,” “sad,” “angry,” and “scared” to appropriately describe his feelings when asked by a peer, “How do you feel?”
3. Offer and share an item with a peer in a socially acceptable manner.
4. Use appropriate picture symbol on his communication board to state the feelings or emotions of peers or adults in response to the question, “How does ______ feel?”
5. Greet a peer by pushing the appropriate key on a speech production electronic communication device.
6. Care for a younger child or child with disability in an empathic, caring, responsible manner.
7. State how or why his behavior made another individual angry, happy, sad, or scared.
8. Invite a friend to his home after school.
9. Maintain a multiple turn-taking vocal interaction with a peer.
10. Use an appropriate gesture or touch to request the attention of a peer or adult.
11. Take turns appropriately while playing a card game with a small group of non-disabled peers.
12. Describe the social interaction pictured in different photographs in a social skills curriculum.
13. Take on a role in a short role play of what to do when offered a cigarette or alcohol by a peer.
14. Participate in a discussion of how peers can mediate conflict in their school.
15. Participate in role play on appropriate social responses to teasing by peers.

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

COMMUNICATION: #4, Summon others; #11, Sustain communication with other.
SOCIALIZATION: #16, Distinguishes and interacts differently with familiar, people, acquaintances, and strangers, #19, Offers assistance to others; #22, Shares with others; #23, Takes turns.