

<p>Social Skills</p> <ul style="list-style-type: none"> -Sense of community -Service -Compassion and Empathy -Cultural awareness -Social skills with the etiquette on interaction with people with disabilities. 	<p>Read Alouds</p> <ul style="list-style-type: none"> -<u>Tacky the Penguin</u> By: Helen Lester -<u>Be Good to Eddie Lee</u> By: Virginia Fleming -Helen Keller stories -Louis Braille story 	<p>Teacher Resources</p> <p>See Teacher Background Information.</p> <p>-A fabulous website with ideas and lessons for this unit is also found at: http://www.education-world.com/a_lesson/lesson115.shtml</p>	<p>Oral Language</p> <ul style="list-style-type: none"> -Present research on a particular disability in front of class (group or individual project) -Have discussions on several lessons and the students' reactions. -Read and share reaction poems with classmates. -Recite pledge with sign language daily. This can continue throughout the rest of the year.
<p>Written Language</p>	<p>Social Studies</p>	<p>Physical Education/ Movement/ Health</p>	<p>Music</p>
<ul style="list-style-type: none"> -Short report on an investigation of a particular disability. -Personal journal of thoughts, feelings and facts from the activities. -Write down feelings in a poem response form. 	<ul style="list-style-type: none"> -A Study of the American with Disabilities Act. Here are some good sites: http://www.dol.gov/esa/regs/statutes/ofccp/ada.htm http://www.eeoc.gov/laws/ada.html -Learn the pledge of allegiance in sign language. -Explore ways of being a good citizen through helping others in our community. 	<ul style="list-style-type: none"> - Play GoBall - Have an obstacle course demonstrating different aspects of several disabilities. -Have centers to explore joint control and lack of movement: see lesson plan "Move it! It's a Joint Effort." 	<ul style="list-style-type: none"> - Learn a song and/or basic terms in sign language - Learn about musicians with disabilities; Beethoven made music after he went deaf. - Show the vibrations of sound with a speaker, a mirror and a laser pointer.
<p>Science</p>	<p>Art</p>	<p>Math</p>	<p>Technology</p>
<ul style="list-style-type: none"> -Explore technology behind disability accommodations: ramps, elevators, wheelchairs, crutches, but especially prosthetics and robotics. 	<ul style="list-style-type: none"> -While wearing a blindfold: design something with clay, or draw an unknown item by feeling what it looks like. -Paint something without using your hands -Research and learn about disabled artists. 	<ul style="list-style-type: none"> -Relate the math behind standards for engineering and constructing accommodations for disabilities. i.e. ideal angles, widths, and locations for ramps, stress loads for elevators, locations of hand rails, width of doorways and bathroom stalls etc. Here is the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG) website: http://www.access-board.gov/adaag/html/adaag.htm -Relate probability problems and assign roles to students according to the ratio of prevalence in the population 	<ul style="list-style-type: none"> - Email students from the deaf and blind school. - Research a particular disability using several resources including the internet and prepare a PowerPoint presentation. -Examine advancements in technology for people who need product assistance with their disabilities.
<p>Accommodations</p>	<p>Field Trips</p>	<p>Guests</p>	<p>Culminating Activity/ Projects</p>
<ul style="list-style-type: none"> -Have appropriate interpreters or picture dictionaries for particular individuals. -Do a picture vocabulary wall through out the project. -Make changes for individuals where needed in particular 	<ul style="list-style-type: none"> -Visit a Deaf and Blind school. See addresses near you: ● Schools/Programs for the Deaf - United States - Take a trip around your school, playground or community to observe where accommodations have 	<ul style="list-style-type: none"> -Local Special Olympics Members - People with disabilities in class, school or community. -Equipment manufacturers or distributors for people with disabilities. -Contact your local National Awareness of Mental Illness (NAMI) representative and have them come speak: 	<ul style="list-style-type: none"> -Arrange for the students to spend half a day with students in the deaf and blind school. Let them see how life is for these individuals and that they are just kids too. -Play GoBall with a real team. -Have the students go a whole day with a disability imposed upon them (they can't use their dominant hand, earplugs, blindfold etc.) This activity might be best as a homework assignment so if they are blind, they know their house environment well enough to do this activity. Have them keep a journal, continue in their unit

<p>activities (i.e. when playing go ball if there is a deaf student allow them to keep the blindfold off etc.)</p>	<p>or have not been made for people with disabilities.</p>	<p>http://www.nami.org/Template.cfm?Section=Your_Local_NAMI&Template=/CustomSource/AffiliateFinder.cfm</p>	<p>journal or write up a report on their feelings about the activity and what helped them when they struggled with a task. Have them apply these lessons to how they can help others with disabilities.</p>
<p>Assessment</p>	<p>Outcomes/ Unit Goals</p>		
<p>-See Assessment section later on in unit outline.</p>	<p>NCSS: Ib: Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives. Ic: Describe ways in which language, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture. Id: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. IIIg: Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like. Vg: Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so. Xb: Identify examples of rights and responsibilities of citizens.</p>		