

	Week One	Week Two	Week Three	Week Four
Topic	Introduction: What is a disability?	Understanding mental and physical disabilities.	What accommodations are made, or not made, for people with disabilities?	We are all citizens. How can we be good citizens and help each other?
NCSS Standards	Id: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.	Ic: Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	IIIg: Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.	Xb: Identify examples of rights and responsibilities of citizens.
	Ib: Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.		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.	
Utah Core Objectives	G5.S6.O3: Students analyze a significant social and political movement of the United States from the Civil war to 1900.	G4.S4.O1: Demonstrate cultural understanding.	G5.S7: Students analyze a contribution of an individual, group or movement in the United States from 1900 to the present.	G4.S4.O2: Demonstrate basic citizenship skills.
	G4.S4: Students participate in activities that promote cultural understanding and good citizenship.			
Learning Activities: Students should keep a unit journal and record their findings and feelings where applicable.	Introduce the unit. Read <u>Be Good To Eddie Lee</u> and discuss disabilities. Have the students think of anyone they know or stories they have heard that relate to disabilities.	Have NAMI Representative come speak to class. Discuss mental illnesses and how it can affect an individual.	Perform a study of the ADA. Point out the particular accommodations. Have the students give their own examples or give them a scenario and have them solve a problem dealing with one of the issues of accessibility, inclusion or accommodation.	Go around school and discuss where accommodations have or haven't been made. Have the students analyze their findings according to what they learned in their study of the ADA.
	Do "Disabilities of Abilities: Do You Recognize Me?" Lesson and relate how everyone may have disabilities.	Do art activities that explore how to do them with a disability. See "Peek-a-boo Clay" Lesson.	Do the math activities outlined that relate to the regulations and code for accommodating for disabilities.	Take a trip around your community or have an engineer come in and discuss the pros and cons of your community in reference to accessibility.

	<p>Start your word picture vocabulary wall. Use pictures students draw and that you both collect.</p>	<p>Do physical education activities that explore the lack of movement or vision and accommodations. Play GoBALL.</p>	<p>Have an equipment distributor or manufacturer come in and discuss particular accommodations. Let students explore using them.</p>	<p>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 at the school</p>
	<p>Start an email project with the students from the deaf and blind school.</p>	<p>Do science activities that relate to prosthetics and the Physical education activities. See the “Move it! It’s a Joint Effort” Lesson. Discuss ASL and learn a song in sign language. Learn the pledge in ASL and continue signing it the rest of the year. See “I Sign Allegiance...” Lesson.</p>	<p>Have the students work individually or in a group to conduct research on particular, assigned disabilities. These are to be presented to the class in an oral or PowerPoint presentation later.</p>	<p>-As Homework, have the students spend a whole day outside of school with an imposed disability (they can’t use their dominant hand, earplugs, blindfold etc.). Inform Parents before hand. Have the students keep a journal, continue in their unit 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>