



*History and Social Science  
Aligned Standards of Learning  
Sample Activities: Civics*

**2007-2008**

### ASOL

HS-C3: The student will apply the traits of a good citizen by:

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect.

#### **Sample Activity:**

After a discussion of ways that we help each other in the classroom or general school environment, the teacher will record examples on a chart to be posted. The examples should be represented by pictures with descriptive words written beside the pictures. Make individual cards for each example and place them in a pocket near the chart. At the beginning of each day, as the class discusses routines and procedures, each student will identify their choice of a helpful activity for that day. During the day, the student will perform their choice with support from adults or non-disabled peers as needed. At the end of the day, the student will communicate how he/she performed their task.

#### **Materials Needed:**

- Chart paper, digital pictures of examples of helpful jobs in school, words associated with pictures.

#### **Instructional Setting(s):**

- Classroom and all school environments.

#### **Community Connections and/or Peer Interaction:**

- Anchor chart may include ways students could help other school personnel.
- Non-disabled peers may help students carry out tasks.

#### **Functional Activity/Routine:**

- Have students learn steps for completion of specific tasks.
- Have students demonstrate helpfulness through the completion of their job.

#### **Strategies to Collect Evidence:**

- Videotape students helping others.
- Write anecdotal records of the students performing helpful activities.
- Interview staff members that the student helped.

#### **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Limit the number of days that students choose activities. Limit the number of choices of activities. Set time expectations for the completion of activities.
- **Support:** Clear definition of jobs could include picture steps or audiotape instructions. Non-disabled peer or adult support as needed.
- **Assistive Technology:** Pictures posted on an alternate spinner or large dice for random selection.
- **Multi-Sensory:** Use of objects to represent jobs.

## **ASOL:**

HS-C4: The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by:

a) identifying the American Flag, bald eagle, Washington Monument, and Statue of Liberty.

## **Sample Activity:**

This activity will be done after the vocabulary/picture vocabulary has been introduced and practiced.

The students and teachers will play “I have \_\_\_\_\_, Who has \_\_\_\_\_.” The teacher will make mini booklets with a front cover, two internal pages and back cover. The first page will include the “I have \_\_\_\_\_” and the second page will include the “Who has \_\_\_\_\_”. The teacher will start the game off by reading the start off card:

“Who has the patriotic symbol of something we say the pledge of allegiance to every morning. It has 50 stars, 13 stripes and is red, white and blue.”

All students will then look in their mini book on the “I have page” to find the “American Flag.” Once the student who has it (the American Flag) and finds it they say out loud “I have the American Flag,” turn the page and read the clue for the, “Who has \_\_\_\_\_.” (Which is on the next page.)

Student mini books:

1. I have the American Flag (have picture and word on the page).

Student turns page, then says: “Who has \_\_\_\_\_ the patriotic symbol of a statue who we call Lady Liberty who is on Liberty Island in New York and was a gift to our country from France.”

2. I have the Statue of Liberty (have the picture and word on the page).

“Who has \_\_\_\_\_ the patriotic symbol of our national bird and represents the strength and courage of our country?”

3. I have the Bald Eagle (have the picture and word on the page).

“Who has \_\_\_\_\_ the building that is in Washington, D.C. and represents George Washington's achievements and his devotion to his country?”

4. I have the Washington Monument (have the picture and word on the page).

“Who has... the patriotic symbol that we say the pledge to every morning, has 50 stars, 13 stripes and is red, white and blue?”

(This will loop the activity back to the beginning, you can stop here or switch books around and keep going).

## **Materials Needed:**

- Mini booklets, pictures with words from Google Images for “I have,” “Who has” page, teacher starter cards

## **Instructional Setting(s):**

- Classroom, library, and general education setting.

### **Community Connections and/or Peer Interaction:**

- General Ed peers could participate in the game.
- General Ed peers could pair up with the student with disabilities and be the readers for the non-readers for the “Who has” page.
- The students will do a survey in the general education classrooms about who has visited the actual places.

### **Functional Activity/Routine:**

- Interviews people/peers who have actually visited the places/symbols, audio record the interview and then come back and describe to their peers who and what their interview was about. The teacher will place the information into a “chapter” book on tape for the students to listen to for recreational purposes.

### **Strategies to Collect Evidence:**

- The teacher will collect trial data documenting how many of the vocabulary words and symbols each student can identify.

### **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Give the name of symbol and the student has to identify from the name instead of the description.
- **Support:** Booklet size is different for different visual abilities. Some students will read words in the “who has” section, others will track left to right, others will read by picture.
- **Assistive Technology:** For students who are nonverbal, booklets will be put on a leveled communication device (E.g. Step by Step), pre-recorded by a non-disabled peer of the same gender and age.

## **ASOL:**

H-C7: The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

## **Sample Activity:**

When presented with a choice in the student's primary mode of communication, the student will select one of the individuals named in the ASOL and join with other students who made the same selection in a cooperative learning group, (four to six students working collaboratively on a project with a facilitator, recorder, timekeeper, encourager, and other roles as needed). The group will complete a teacher-created web quest, (a differentiated project designed by a teacher that includes using the Internet to search for information and has a rubric describing what the student looks for as well as how the product will be scored). The group will select information to create a timeline of the individual's life and major contributions. The student will participate in the group by selecting the pictures and some information to be presented in a PowerPoint on the life of the individual. During the presentation to the class, the student will advance the slide to match the information being shared on the timeline.

## **Materials Needed:**

- Computer with internet access.
- Assistive technology for the student to access the computer.
- Teacher developed web quest.
- Presentation software (PowerPoint).

## **Instructional Setting(s):**

- General or special education classroom, computer lab and/or library, and home.

## **Community Connections and/or Peer Interaction:**

- Cooperative learning group can be with non-disabled peers.
- Presentation could be offered for other classes and non-disabled students.
- Presentation could be run as a continuous loop in the library or other setting.
- Computer research and presentation skills could be used at home and other community settings.
- Presentation could be included as part of a historical fair or celebration.

## **Functional Activity/Routine:**

- Project could be done in conjunction with extracurricular projects (such as Girl or Boy Scout badges).
- Student could complete a personal timeline, recording past events and major contributions in his/her own life as part of a person-centered planning activity.

## **Strategies to Collect Evidence:**

- Save and submit work sample (PowerPoint) completed by the student.
- Videotape the student using the web quest and selecting information about the selected individual's major contribution.
- Videotape the student participating in the group presentation and sharing information with the audience.

### **Specific Options for Differentiating this Activity:**

- **Assistive Technology:** Use of adapted keyboards, touch screens, choice switches, and voice recognition or read-aloud software to access web quest information.
- **Multi-Sensory:** Include costumes and props relevant to the individual in the development of the presentation.

## **ASOL:**

HS-C17: The student will demonstrate knowledge of government, geography, and economics by identifying the three branches of Virginia government and the function of each.

## **Sample Activity:**

Teacher will use a graphic organizer to illustrate the three branches of Virginia government and their function. The student will randomly choose a governmental role from a bag. Using a variety of resources, the student will research and learn about the role and then participate in a classroom government simulation. During the simulation, the student will demonstrate understanding of his/her role, and participate in decision making activities designed by the teacher. The activity could be extended so that students would switch roles after a designated period of time in order to participate in each branch of the government. (Examples: making a class decision whether to have recess or art; eat lunch outside or indoors while watching a movie; participate in a community service project to collect canned foods, or a recycling effort.)

## **Materials Needed:**

- Visual organizers with symbols/pictures/words displaying the titles and function of each branch.
- Books and media.
- Name cards labeling assigned roles.

## **Instructional Setting(s):**

- Classroom.

## **Community Connections and/or Peer Interaction:**

- Student visits and/or participates in school and community elections and government events.
- Guest speaker from community government visits class and shares experience with students.
- Simulation takes place in general education classroom with non-disabled peers or is school-wide.
- Student participates in school government with non-disabled peers.

## **Functional Activity/Routine:**

- Student participates in school elections and events.
- Student identifies various roles individuals or groups play in classroom and family decision making.

## **Strategies to Collect Evidence:**

- Videotape the student actively and accurately fulfilling assigned role.
- Interview non-disabled peers and other staff involved in the simulation report on the student's accurate role play.
- Work sample of visual/graphic organizer completed by the student with anecdotal records stating what the student did to complete it.

### **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Use a learning pyramid (differentiation of expected outcomes), to reduce or expand the expectations for the assigned role. Limit the choices for role selection. Expand the activity to classes within the school, so that each class has an assigned role to learn and demonstrate in a collaborative simulation.
- **Multi-Sensory:** Create a three-dimensional graphic organizer with objects that can be manipulated and placed in the correct governmental branch. Use props to distinguish each role. Use shape or other tactile symbols to represent each branch to be sorted on the graphic organizer.

## **ASOL:**

HS-C19: The student will demonstrate knowledge of the challenges faced by the New Nation by identifying the basic principles of the new government established by the Constitution of the United States of America and the Bill of Rights.

## **Sample Activity:**

Make a four-squared bingo card using a picture to represent each amendment, e.g., a person giving a speech (freedom of speech), a picture of a gun (right to bear arms). Teacher would call out the specific amendment and the student would respond by placing a chip or marker on the correct picture.

## **Materials Needed:**

- Teacher made or computer generated bingo cards.
- Question cards.
- Response Marker for student.

## **Instructional Setting(s):**

- Classroom.

## **Community Connections and/or Peer Interaction:**

- Pair student with non-disabled peer to play bingo.
- Pair student with non-disabled peer to draw or make a computer generated bingo card to represent amendments.
- Provide students with magazines and pair with non-disabled peers to find pictures which represent actual “freedoms” in use.

## **Functional Activity/Routine:**

- Have students identify rights as they pertain to their daily routine. For instance: “Can anyone open my locker without permission?” , “Can you pray during the moment of silence? Can I express my opinion with another student?”

## **Strategies to Collect Evidence:**

- Videotape the student playing bingo and responding to questions.
- A product sample of the bingo card with the student’s response indicated.

## **Specific Options for Differentiating this Activity:**

- **Size and scope of activity:** Vary the number of bingo squares. Use different cards for the Bill of Rights.
- **Support:** Velcro chips or Velcro backed pictures to stick to the bingo card, bingo marker.
- **Assistive Technology:** Use multimedia clips to demonstrate actual amendments in use, in a variety of settings in addition to teacher giving the name of the amendment.