

SCIENCE – Extended Grade Band Instructional Examples: 8

Model Academic Standard A: Science Connections B: Nature of Science

NOTE: Extended Grade Objectives **A: Science Connections** and **B: Nature of Science** are combined into a single Extended Grade Objective consistent with the combined reporting in the general education assessments.

EXTENDED GRADE BAND OBJECTIVE: A-B1 Use Specific Materials to Represent Science Concepts			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Use variety of materials to represent science concepts</i>	<i>Use specific materials to represent science concepts</i>	<i>Interact with materials that represent simple science concepts</i>	<i>Attend to materials that represent simple science concepts</i>
Create a set of investigative-task index cards. Each card will identify a common task completed as part of a science investigation, such as, “measure the temperature of a solution, heat a beaker of water, measure the mass of a solid, determine the odor of a solution, pour 20ml of liquid into a graduated cylinder, or cut plant leaf from a stem.” Play science safety charades. Divide the class into teams and alternate demonstrating the correct safety procedure and identifying the scientific task listed on the card.	Create a set of investigative-task index cards. Each card will identify a common task completed as part of a science investigation, such as, “measure the temperature of a solution, heat a beaker of water, measure the mass of a solid, determine the odor of a solution, pour 20ml of liquid into a graduated cylinder, or cut plant leaf from a stem.” Read the card and have student demonstrate the correct safety procedure as the steps are read.	Create a set of investigative-task index cards. Each card will identify a common task completed as part of a science investigation, such as, “measure the temperature of a solution, heat a beaker of water, measure the mass of a solid, determine the odor of a solution, pour 20ml of liquid into a graduated cylinder, or cut plant leaf from a stem. Given a choice of two ways to complete the task listed on the card, one correct and the other incorrect, have student identify the safe procedure.	Discuss safety procedures in a science lab. Have student identify the fire extinguisher from two or more choices and identify a situation when it would be used.
Discuss how pictures (bird, tree, and flower identification books) help us identify objects, such as trees, plants, and flowers in real life. Provide student with pictures of common trees, plants, and flowers found around the school. Go on a nature walk and have student identify trees, plants, and flowers using the pictures as a guide.	Discuss how pictures (bird, tree, and flower identification books) help us identify objects, such as trees, plants, and flowers in real life. Provide student with pictures of common trees, plants, and flowers found around the school. Go on a nature walk and have student match trees, plants, and flowers to the pictures. Have student name one common plant, flower, or tree.	Discuss how pictures (bird, tree, and flower identification books) help us identify objects, such as trees, plants, and flowers in real life. Provide student with pictures of common trees, plants, and flowers found around the school. Go on a nature walk and have student match trees, plants, and flowers to the pictures.	Discuss how pictures (bird, tree, and flower identification books) help us identify objects, such as trees, plants, and flowers in real life. Provide student with pictures of common flowers found around the school. Go on a nature walk and have students match flowers to the pictures.

<p>Discuss how models can be used to simulate and learn about motion and force in real life situations. Demonstrate how to construct a bottle rocket using a 2-liter bottle, paper to build a cone, cardboard for fins, and water. Have student construct a bottle rocket. Have student launch the rocket and observe what happens to the rocket. Student determines the best amount of water to add to the bottle.</p>	<p>Discuss how models can be used to simulate and learn about motion and force in real life situations. Demonstrate how to construct a bottle rocket using a 2-liter bottle, paper to build a cone, cardboard for fins, and water. Have student construct a bottle rocket. Have student launch the rocket and observe what happens to each rocket. (There is a special pump that is used to launch rockets.)</p>	<p>Discuss how models can be used to simulate and learn about motion and force in real life situations. Demonstrate how to construct a bottle rocket using a 2-liter bottle, paper to build a cone, cardboard for fins, and water. In a group, student will participate in constructing a bottle rocket. Have student observe what happens when the rocket is launched.</p>	<p>Discuss how models can be used to simulate and learn about motion and force in real life situations. Demonstrate how to construct a bottle rocket using a 2-liter bottle, paper to build a cone, cardboard for fins, and water. Have student observe what happens when the rocket is launched.</p>
<p>How is it possible to study things we can not see?" Present samples of scientific models and/or pictures of models (e.g. models of animals, human organs, and the solar system.) Guide students in a discussion on the purpose of models: how models are the same or different from the actual object or system, how models help us, and the limitations of each model. Have student identify other models.</p>	<p>Guide students in a discussion on the purpose of the model: how the model is the same or different from the actual system, how the model can help us study scientific concepts, and limitations of models. Have student find and identify other models, such as a globe.</p>	<p>"How is it possible to study things we can not see?" Provide a skeletal model of an organism. Lead a discussion about what a model represents and why we use models. Have student find and identify other models, such as a globe.</p>	<p>Show student an actual object. Have the student identify a model of the object when given a choice of three objects.</p>
<p>Provide instruction using a model of the main internal organs, such as the stomach, heart, lungs, and the system they are part of. Review how models and pictures help us to learn about our body and how it works. Provide student with a diagram of internal organs. Have student place labels on the body systems, such as the circulatory, respiratory, and digestive. Match to the organs on the model.</p>	<p>Provide instruction using a model of the main internal organs, such as the stomach, heart, lungs, and the system they are part of. Review how models and pictures help us to learn about our body and how it works. Provide student with a diagram of internal organs. Have student identify specific systems, such as circulatory, respiratory, or digestive; match to the organs on the model.</p>	<p>Provide instruction using a model, of the main internal organs such as the stomach, heart, lungs, and the system they are part of. Review how models and pictures help us to learn about our body and how it works. Have student identify specific organs such as the heart, lungs, and stomach.</p>	<p>Provide instruction using a model, on the main internal organs such as the stomach, heart, lungs, and the system they are part of. Review how models and pictures help us to learn about our body and how it works. Have students match pictures of an organ to the model of the organ such as heart, lungs, and stomach.</p>

<p>Discuss the solar system and things we can and can't see with the naked eye. Introduce a model of the solar system. Discuss how the model allows us to learn about the system and where things are in space. Have student identify the planets and their position in relation to the planet earth. Have student determine what we can see and not see with the naked eye.</p>	<p>Discuss the solar system and things we can and can't see with the naked eye. Introduce a model of the solar system. Discuss how the model allows us to learn about the system and where things are in space. Have student identify earth, sun and two nearest planets using the model. Have student determine if we can see the object or not with the naked eye.</p>	<p>Discuss the solar system and things we can and can't see with the naked eye. Introduce a model of the solar system. Discuss how the model allows us to learn about the system and where things are in space. Have student identify earth and the sun using the model.</p>	<p>Discuss the solar system and things we can and can't see with the naked eye. Introduce a model of the solar system. Discuss how the model allows us to learn about the system and where things are in space. Have student identify the sun using the model.</p>
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Model Academic Standard C: Science Inquiry

<i>EXTENDED GRADE BAND OBJECTIVE: C1</i>			
Identify Simple Cause and Effect Relationships			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Explain simple cause and effect relationships in science</i>	<i>Identify simple cause and effect relationships</i>	<i>Identify effect when given an event related to a science topic</i>	<i>Observe (see, hear, touch) cause and effect</i>
<p>Have student conduct a simple investigation to answer question, “What happens to plants if they do not have water?” Using two similar plants have students determine cycle for watering (i.e. every two days), what to observe (growth, color, wilted, etc.), and how often to observe and document the observations (charts, table, etc.). Have student report what happened.</p>	<p>Have student conduct a simple investigation to answer question, “What happens to plants if they do not have water?” Using two similar plants have student determine cycle for watering (i.e. every two days) or what to observe (growth, color, wilted, etc.). Have student conduct the experiment, chart observations, and report on results.</p>	<p>“What happens to plants if they do not have water?” Provide student with two similar plants. Have student water one plant every other day and not water the other plant for a three-week period. After the experiment, have student identify what happened to the plant that did not get watered.</p>	<p>“What happens to plants if they do not have water?” Provide student with two similar plants. Have student water one plant every other day and not water the other plant for a three-week period. After the experiment, have student identify which plant looks better.</p>
<p>Discuss how matter changes with temperature. Set up an investigation with ice cubes and beakers filled with hot, warm, and cold water. Have student formulate hypotheses about effect of temperature on the ice cube (the hotter the water the faster the ice will melt) and what will happen to the temperature of the water. Have student record the temperature of the water in each beaker. Place ice cube in each beaker. Have student observe which ice cube melts first, second, and last. Record the temperature of the water in each beaker after the ice cube melts. Have student decide if their hypotheses are correct.</p>	<p>Discuss how matter changes with temperature. Set up an investigation with ice cubes and beakers filled with hot, warm, and cold water. Number the beakers 1-3. Have student formulate hypotheses about effect of temperature on the ice cube (the hotter the water the faster the ice cube will melt, etc.). Place ice cube in each beaker. Have student observe which ice cube melts first, second, and last. Have student decide if their hypothesis is correct.</p>	<p>Discuss how matter changes with temperature. Set up an investigation using ice cubes and two beakers filled with hot and cold water respectively. Label the beakers 1 and 2. Place ice cube in each beaker. Have student observe and identify which beaker of water melted the ice cube first.</p>	<p>Discuss how matter changes with temperature. Set up an investigation using an ice cube and a beaker of hot water. Place the ice cube in the beaker of hot water. Have the student observe and identify what happened to the ice cube.</p>

<p>Provide a data table from a previous experiment and a graphing template. Have student generate a graph or a chart to illustrate the results of the experiment. Guide students in a discussion of the data and how it is communicated on the graph or chart (cause -effect). Have student choose an appropriate conclusion statement from a range of choices.</p>	<p>Provide a data table from a previous experiment and a graphing template. Have student generate a graph or a chart to illustrate the results of the experiment. Guide students in a discussion of the data and how it is communicated on the graph or chart (cause -effect).</p>		
<p>Discuss the good and bad effects of exposure to the sun. What happens the longer a person is exposed to the sun and the use of sun protection products? Provide a variety of sun care products with varying levels of sun protection factor (SPF). Have student identify the SPF (sun protection factor) of each product. Discuss what the number means. Have student identify which product provides the best protection. Provide a chart, have student fill in other protection factors of sunscreens such as number of hours before reapplying, water-proof, ultraviolet A or B (UVB/UVA) protection.</p>	<p>Discuss the good and bad effects of exposure to the sun. What happens the longer a person is exposed to the sun and the use of sun protection products? Provide a variety of sun care products with varying levels of SPF. Have student identify the SPF (sun protection factor) of each product. Discuss what the number means. Have student identify which product provides the best protection. (Student can arrange the products from no protection to the most protection).</p>	<p>Discuss the good and bad effects of exposure to the sun. What happens the longer a person is exposed to the sun and the use of sun protection products? Provide student with two sun protection products, one with a high SPF and one with a low SPF number. Have student identify the product with a higher SPF number.</p>	<p>Discuss the good and bad effects of exposure to the sun. What happens the longer a person is exposed to the sun and the use of sun protection products? Provide student with a sun protection product. Have student demonstrate how to apply lotion to skin.</p>
<p>Provide student with three containers of various sizes and a simple chart to record predictions and results. Number the containers 1, 2 and 3. Have student predict which container will hold the most water and record their predictions on their chart. Fill each container with water. Transfer the water from one container into a large glass cylinder. Mark the water level in the cylinder with a marker and label with the corresponding number of the container. Empty the water from the cylinder and repeat process for the other containers. Record the results on the chart and see if the predictions were correct.</p>	<p>Provide student with three containers of various sizes. Number the containers 1, 2 and 3. Have student predict which container will hold the most water. Record the predictions. Fill each container with water. Transfer the water from one container into a large glass cylinder. Mark the water level in the cylinder with a marker and label with the corresponding number of the container. Empty the water from the cylinder and repeat process for the other two containers. Record the results and determine if predictions were correct.</p>	<p>Provide student with two containers, one large and one small. Number the containers with a 1 and a 2. Fill each container with water. Empty the water from container 1 into a glass cylinder. Mark the water level with a line and label with the corresponding number. Empty the water from the cylinder and repeat the process for the other container. Have the student identify which container holds more water.</p>	<p>Provide student with two containers of equal size. Fill one container with water. Pour the water into the other container. Have the student observe if the water from the container fills the second container. Observe that the containers hold the same amount of water.</p>

Model Academic Standard D: Physical Science

Objectives/Subskills: Properties and Changes of Properties of Matter – Motions and Forces – Transfer of Energy

EXTENDED GRADE BAND OBJECTIVE: D1a

Identify the Direction of Motion before the Object is Released

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Predict the direction of motion before an object is thrown</i>	<i>Identify the direction of motion before the object is released</i>	<i>Identify the direction of motion after the object is dropped</i>	<i>Identify the direction of motion of the dropped object</i>
<p>Illustrate examples of potential and kinetic energy in everyday life (e.g. objects at rest, movement of geologic faults, and falling water). Have student demonstrate the principles of potential and kinetic energies by standing still or moving when “potential” or kinetic” is called out. Demonstrate a common form of potential energy, such as a water faucet when the water is on or off. Turn on the faucet to show the potential energy has turned into kinetic energy since the water is moving. Have students go around school and identify other forms of potential and kinetic energy.</p> <p>Discuss the motion of objects (speed, acceleration, velocity, friction, and momentum). Demonstrate the concepts using two ramps and two cars. Vary the position of the ramp, wheel vs. no wheels, added weight to one car, release vs. push, etc. Have student predict what will happen in each situation. Record prediction and results. Guide student in developing a conclusion statement for each investigation.</p>	<p>Illustrate examples of potential and kinetic energy in everyday life (e.g. objects at rest, movement of geologic faults, and falling water). Have student demonstrate the principles of potential and kinetic energies by standing still or moving when “potential” or kinetic” is called out. Demonstrate a common form of potential energy, such as a water faucet when the water is on or off. Turn on the faucet to show the potential energy has turned into kinetic energy since the water is moving.</p> <p>Discuss the motion of objects (speed, acceleration, velocity, friction, and momentum). Demonstrate the concepts using two ramps and two cars. Vary the position of the ramp, wheel vs. no wheels, added weight to one car, and release vs. push. Have student observe and record results of direction and speed etc. Guide student in developing a conclusion statement for each investigation.</p>	<p>Illustrate examples of potential and kinetic energy in everyday life (e.g. objects at rest, movement of geologic faults, and falling water). Have student participate in two activities, one at rest (potential) and one involving some type of work that requires substantial energy (kinetic). Have the student match each activity with a visual representation for movement or rest.</p> <p>Discuss the motion of objects (speed, acceleration, velocity, friction, and momentum). Demonstrate the concepts using two ramps and two cars. Vary the position of the ramp, wheel vs. no wheels, added weight to one car, and release vs. push. Have student observe and identify which car gets to the bottom first.</p>	<p>Illustrate examples of potential and kinetic energy in everyday life (e.g., objects at rest, movement of geologic faults, and falling water). Have student participate in two activities, one at rest (potential) and one involving some type of work that requires substantial energy (kinetic). Have student identify the activity as rest or movement.</p> <p>Discuss the motion of objects (speed, acceleration, velocity, friction, and momentum). Demonstrate the concepts using two ramps and two cars. Vary the position of the ramp, wheel vs. no wheels, added weight to one car, and release vs. push. Have the student release the cars and observe what happens.</p>

<p>Demonstrate the basic relationship between force and motion using simple machines. Have students engage in a series of actions with and without the use of simple machines (moving heavy boxes across the room with or without a dolly or hoisting a flag with or without a pulley). Have student make predictions about force and motion before engaging in each activity. Have student answer questions that focus on relationships between force and motion and simple machines.</p>	<p>Demonstrate the basic relationship between force and motion using simple machines. Have students engage in a series of actions with and without the use of simple machines (moving heavy boxes across the room with or without a dolly or hoisting a flag with or without a pulley). Take pictures of the students engaging in the activities. Have student answer questions that focus on relationships between force and motion and simple machines, using the pictures as cues.</p>	<p>Demonstrate the basic relationship between force and motion using simple machines. Have students engage in a series of actions with and without the use of simple machines (moving heavy boxes across the room with or without a dolly or hoisting a flag with or without a pulley). Take pictures of the students engaging in the activities. Have student identify which activity was easier using the pictures as cues.</p>	<p>Demonstrate the basic relationship between force and motion using simple machines. Have students engage in an activity with and without the use of simple machines (moving heavy boxes across the room with or without a dolly). Take pictures of the students engaging in the activity. Have student identify which activity was easier using the pictures as cues.</p>
<p>How does gravity affect heavy and light objects? Provide students with pairs of objects: large book & small book, paper & paper clip, and pencil & eraser. Have student take large book in one hand and small book in the other hand. Have the student drop the books from the same height at the same time but before dropping the books have students predict which book will fall faster. Have another student observe and record the results. Repeat the activity three times to make sure results are accurate. Have students repeat the activity with each pair of objects, making predictions and recording results each time. Guide students in drawing a conclusion of the affect of gravity on heavy and light objects.</p>	<p>Discuss gravity. How does gravity affect heavy and light objects? Provide students with pairs of objects: large book & small book, paper & paper clip, and pencil & eraser. Have student take large book in one hand and small book in the other hand. Have the student drop the books from the same height at the same time. Have another student observe and record the results. Repeat the activity three times to make sure results are accurate. Have students repeat the activity with each pair of objects recording results each time. Guide students in drawing a conclusion of the affect of gravity on heavy and light objects.</p>	<p>Discuss gravity. How does gravity affect heavy and light objects? Provide students with a large book & small book. Have student take large book in one hand and small book in the other hand. Have student drop the books from the same height at the same time. Have another student observe. Have student identify which book hit the floor first. Repeat the activity three times. Guide student to identify which book hit the floor first every time.</p>	<p>Discuss gravity. How does gravity affect heavy and light objects? Drop items of different weights and have student observe and identify which item hits the floor first.</p>

<p>Investigate and discuss forces and motions of objects. Go bowling and have students describe the direction of the ball after releasing it. Have student release the ball from the various marks on the lane and describe the direction of the ball and the contact on the pins. Before each release, have student predict direction and pin contact point. Repeat the investigation using a ramp. Compare the results of using a ramp and not using a ramp.</p>	<p>Investigate and discuss forces and motions of objects. Go bowling and have students describe the direction of the ball after releasing it. Have student release the ball from the various marks on the lane and describe the direction of the ball and the contact on the pins. Repeat the investigation using a ramp. Compare the results of using a ramp and not using a ramp.</p>	<p>Investigate and discuss forces and motions of objects. Go bowling and have students identify the direction of the ball after releasing it. Repeat the investigation using a ramp. Compare the results of using a ramp and not using a ramp.</p>	<p>Investigate and discuss forces and motions of objects. Go bowling and have students observe the direction of the ball after releasing it. Repeat the investigation using a ramp.</p>
<p>Investigate and discuss forces and motions of objects. Construct a simple pendulum with two balls. Have student release one of the balls. Before the ball is released, have the student predict what will happen. Release the ball and observe and record the motion for each of the balls. Was the prediction correct? Have student repeat the activity releasing the ball from a different angle. Predict, observe, and record the results of motion for each ball. Repeat one more time from another angle. Record results. Guide students in developing a conclusion.</p>	<p>Investigate and discuss forces and motions of objects. Construct a simple pendulum with two balls. Have student release one of the balls. Observe and record the motion for each of the balls. Have student repeat the activity releasing the ball from a different angle. Observe and record the results of motion for each ball. Repeat one more time from another angle. Record results. Guide students in developing a conclusion.</p>	<p>Investigate and discuss forces and motions of objects. Construct a simple pendulum with two balls. Have student release one of the balls. Observe and identify the motion of the balls. Have student repeat the activity releasing the ball from a different angle. Observe and identify the motion of the balls. Guide students in developing a simple sentence identifying if the motion of the balls was the same or different.</p>	<p>Investigate and discuss forces and motions of objects. Construct a simple pendulum with two balls. Have students release one of the balls. Observe and identify the motion of the balls.</p>

Model Academic Standard D: Physical Science

Objective/Subskills: Properties and Changes of Properties of Matter – Motion and Forces –Transfer of Energy <i>EXTENDED GRADE BAND OBJECTIVE: D1b</i> Identify Two or More Physical Characteristics of Substance			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Compare physical characteristics of substance</i>	<i>Identify two or more physical characteristics of substance</i>	<i>Identify one or more physical characteristics of substance</i>	N/A
<p>Review the states of matter. Investigate how substances change with temperature. Provide four different solids, two that will melt with temperature change (ice, butter, ice cream) and two that will not melt with temperature change (brick, crackers, baseball). Have student identify and record color, shape and/or texture of each solid. Place the solids in the sun. Have student observe and record the changes in color, shape and/or texture of the four solids after being exposed to the sun for a period of time. Compare the changes in color and shape. (Relate to storing food properly).</p>	<p>Review the states of matter. Investigate how substances change with temperature. Provide four different solids, two that will melt with temperature change (ice, butter, ice cream) and two that will not melt with temperature change (brick, crackers, baseball). Have student identify and record color, shape and/or texture of each solid. Place the solids in the sun. Have student observe and record the changes in color, shape and/or texture of the four solids after being exposed to the sun for a period of time. (Relate to storing food properly).</p>	<p>Review the states of matter. Investigate how substances change with temperature. Provide two different solids, one that will melt with temperature change (ice, butter, ice cream) and one that will not melt with temperature change (brick, crackers, baseball). Have student identify the shape of each solid. Place the solids in the sun. Have student identify if the solid changed its shape after being exposed to the sun for a period of time.</p>	<p>Review the states of matter. Investigate how substances change with temperature. Provide two different solids, one that will melt with temperature change (ice, or ice cream) and one that will not melt with temperature change (crackers, or baseball). Place the solids in the sunlight. Have student identify if the solid is the same or different after being exposed to the sun.</p>
<p>Identify that heat will cause change, such as ice melting or sun warming the air. Have student compare objects according to temperature. Have student place a metal container and a plastic container in direct sunlight. After a period of time have student identify which container gets hotter. Have student identify other items in the environment that may also get hot and might cause injury, such as a metal handrail or a seatbelt buckle. Compare to objects not exposed to sun.</p>	<p>Identify that heat will cause change, such as ice melting or sun warming the air. Have student compare objects according to temperature. Have student place a metal container and a plastic container in direct sunlight. After a period of time have student identify which container gets hotter. Have student identify other items in the environment that may also get hot and might cause injury, such as a metal handrail or a seatbelt buckle.</p>	<p>Identify that heat will cause change, such as ice melting or sun warming the air. Have student compare objects according to temperature. Have student place a metal container and a plastic container in direct sunlight. After a period of time have student identify which container gets hotter. Guide student in identifying other items that are not safe to touch.</p>	<p>Identify that heat will cause change, such as ice melting or sun warming the air. Have student compare objects according to temperature. Have student place a metal container and a plastic container in direct sunlight. After a period of time have students identify which container gets hotter.</p>

Provide student with a variety of everyday items that can be recycled (aluminum, glass, plastic, paper, and wood). Have student identify the physical characteristic of the items and sort the products by their composition. Have student explain why they sorted the objects as they did.	Provide student with a variety of everyday items that can be recycled (aluminum, glass, plastic, paper, and wood). Have student identify the physical characteristic of the items and sort the products by their composition.	Provide student with everyday items that can be recycled (aluminum cans and paper products). Have student place the items in the appropriate recycling location in the school.	Provide student with aluminum cans and paper products. Have student place the cans in the appropriate recycling location in the school.
Classify substances by their physical and chemical properties. Provide student with several household items. Have student look for the word “caution” or other warning symbols on the product labels to determine which products contain chemicals that would be harmful to pets or young children. Have student sort items into two groups, such as “safe” and “unsafe”. After evaluating the contents of the products, have student identify where the “safe/ unsafe” items should be stored.	Classify substances by their physical and chemical properties. Provide student with several household items. Have student look for the word “caution” or other warning symbols on the product labels to determine which products contain chemicals that would be harmful to pets or young children. Have student sort items into two groups, such as “safe or unsafe”.	Classify substances by their physical and chemical properties. Provide student with several household items. Have student look for the word “caution” or other warning symbols, such as the poison symbol on the product labels to determine which products contain chemicals that would be harmful.	Identify the word “caution” or poison symbol on a variety of household items. Have student identify the items as “unsafe” and apply a symbol representing a harmful product.
Review that matter comes in many shapes, colors, and textures. Play a game of “ I Spy .” Have student describe objects in the classroom by their shape, color, and/or texture. (Using a notebook as a starting point, student will describe objects in the classroom and describe them as harder than, as softer than, etc. than the notebook.)	Review that matter comes in many shapes, colors, and textures. Play a game of “ I Spy .” Have student describe objects in the classroom by their shape, color, and/or texture.	Review that matter comes in many shapes, colors, and textures. Play a game of “ I Spy .” Have student identify objects in the classroom by their color and/or texture.	Review that matter comes in many shapes, colors, and textures. Have student identify objects in the classroom when given the color, shape, or texture of the object.
Provide student with a variety of foods that have a different taste and texture (salty, sweet, bitter, sour, soft, crunchy, etc.). Have student sample the foods and identify foods by texture and how they taste. Rate the foods by degrees of salty, crunchy, etc. (potato chips, chocolate, unsweetened chocolate, lemons, hard candy, gelatin, marshmallows, etc.).	Provide students with a variety of foods that have a distinctive taste and texture (salty, sweet, bitter, sour, soft, crunchy, etc.). Have student sample the foods and classify the foods by texture and how they taste (potato chips, lemons, gelatin, hard candy, chocolate, unsweetened chocolate, marshmallows, etc.).	Provide student with a variety of foods that have distinctive taste (salty, sweet, bitter, sour, etc.). Have student sample the foods and identify foods by how they taste (potato chips, chocolate, unsweetened chocolate, lemons, hard candy, etc.).	Provide student with a variety of foods that have distinctive tastes. Have student sample the foods and identify if they like or don’t like the taste.

Model Academic Standard E: Earth and Space Science

Objectives/Subskills: Structure of Earth System – Earth’s History – Earth in the Solar System

EXTENDED GRADE BAND OBJECTIVE: E1a

Identify Changes in the Earth

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Predict changes in the earth from wind and water</i>	<i>Identify changes in the earth</i>	<i>Identify seasons and day/night</i>	<i>Recognize day or night</i>
<p>Discuss things that are and are not part of the natural environment. Choose an area near the school building (school grounds or vacant lot). Take garbage bags and spend 30 minutes collecting all materials that are not part of the natural environment in the area. After 30 minutes return to the classroom and empty the bags onto a plastic covered table. Find ways to classify and organize the items. Use items to make three-dimensional collages. Create slogans for each collage. Have student identify ways to keep the area clean. (Use gloves, wash hands frequently, and instruct on handling of sharp objects).</p>	<p>Discuss things that are and are not part of the natural environment. Choose an area near the school building (school grounds or vacant lot). Take garbage bags and spend 30 minutes collecting all materials that are not part of the natural environment in the area. After 30 minutes return to the classroom and empty the bags onto a plastic covered table. Find ways to classify and organize the items. Use items to make three-dimensional collages. Create slogans for each collage. (Use gloves, wash hands frequently, and instruct on handling of sharp objects).</p>	<p>Discuss things that are and are not part of the natural environment. Choose an area near the school building (school grounds or vacant lot). Take garbage bags and spend 30 minutes collecting all materials that are not part of the natural environment in the area. After 30 minutes return to the classroom and empty the bags onto a plastic covered table. Have student identify what should be done with the items.</p>	<p>Discuss things that are and are not part of the natural environment. Choose an area near the school building (school grounds or vacant lot). Take garbage bags and spend 30 minutes collecting all materials that are not part of the natural environment in the area. Empty bags.</p>
<p>Using the internet, magazines, or books, have student find the pictures of damage from natural disasters (earthquake, tornadoes, floods, snow and ice storms, hurricanes, etc.). Have student identify the effects associated with each disaster. Guide student to identify safety procedures for each of the disasters. Have student identify the season usually associated with each disaster.</p>	<p>Using the internet, magazines, or books, have student find the pictures of damage from natural disasters (earthquake, tornadoes, floods, snow and ice storms, hurricanes, etc.). Have student identify the effects associated with each disaster. Guide student to identify safety procedures for each of the disasters.</p>	<p>Using the internet, magazines, or books, have student find the pictures of damage from natural disasters (earthquake, tornadoes, floods, snow and ice storms, hurricanes, etc.). Have the student identify each of the disasters.</p>	<p>Using the internet, magazines, or books, have student find the pictures of damage from natural disasters (earthquake, tornadoes, floods, snow and ice storms, hurricanes, etc.). Have student identify one weather element depicted in each picture (rain, snow, wind, etc.).</p>

<p>Guide student in identifying Earth’s renewable, non-renewable, and inexhaustible resources. Discuss how human activities can modify soil, water, and air quality. Provide pictures of the environment depicting “healthy” and “unhealthy” soil, water, and air (pollution, litter, etc.). Have the student sort the pictures into two groups, “healthy” and “unhealthy.” Have student discuss how the “unhealthy” environment can be improved.</p>	<p>Guide student in identifying Earth’s renewable, non-renewable, and inexhaustible resources. Discuss how human activities can modify soil, water, and air quality. Provide pictures of the environment depicting “healthy” and “unhealthy” soil, water, and air (pollution, litter, etc.). Have the student sort the pictures into two groups, “healthy” and “unhealthy.”</p>	<p>Discuss how human activities can modify soil, water, and air quality. Provide sets of pictures depicting “healthy” and “unhealthy” soil, water, and air. Have the student identify the “healthy” environment for each set of pictures.</p>	<p>Discuss how human activities can modify soil, water, and air quality. Have student pick up litter on the school grounds.</p>
<p>Survey the class and identify two or three people who have lived in the community for a long time. As a class, make a list of questions to ask these people about changes in the ecology of the region. Contact the people and invite them to visit your class to answer the questions. Encourage them to bring pictures depicting changes of the physical environment if available. Have student summarize the changes that have occurred. Identify which changes are from wind or water.</p>	<p>Survey the class and identify two or three older people who have lived in the community for a long time. As a class, make a list of questions to ask these people about changes in the ecology of the region. Contact the people and invite them to visit your class to answer the questions. Encourage them to bring pictures depicting changes of the physical environment if available. Have student summarize the changes that have occurred.</p>	<p>Survey the class and identify two or three older people who have lived in the community for a long time. As a class make a list of questions to ask these people about changes in the ecology of the region. Contact the people and invite them to visit your class to answer the questions. Encourage them to bring pictures depicting changes of the physical environment if available. Have student look at pictures and identify land and water in the pictures.</p>	<p>Survey the class and identify two or three older people who have lived in the community for a long time. As a class make a list of questions to ask these people about changes in the ecology of the region. Contact the people and invite them to visit your class to answer the questions. Encourage them to bring pictures depicting changes of the physical environment if available. Have student look at pictures and identify land and water in the pictures.</p>
<p>Discuss how weather changes from day-to-day and season-to-season. Have student identify things that change from day-to-day (temperature, daylight, wind, clouds, etc.). Have student collect and record high and low temperature and sunrise and sunset each day for a week. (Use the weather report from newspaper, TV, or radio). At the end of the week, have student identify the change. Have student identify the pattern in hours of daylight and predict if daylight will increase or decrease the next week.</p>	<p>Discuss how weather changes from day-to-day and season-to-season. Have student identify things that change from day-to- day (temperature, daylight, wind, clouds, etc.). Have student collect and record high and low temperature and sunrise and sunset each day for a week (use the weather report from newspaper, TV, or radio). At the end of the week, have student identify the changes and how the changes in weather affect what we wear and what we do.</p>	<p>Discuss how temperature changes from day-to-day. Have student record the high and low temperature for each day for a week. Have student identify if the temperature is the same or different. How does the temperature change affect what to wear?</p>	<p>Discuss how temperature changes from day-to-day. Use a classroom thermometer to record the temperature each day at a specific time. Have the student identify if the temperature is the same or different than the previous day.</p>

<p>Provide student with an erosion tray, plastic pan, water, and soil. Fill tray with soil. Elevate one end of the tray with books. Place opposite end of tray in the plastic container. Sprinkle a quart of water over the soil. Observe and record the amount of soil that washes into the plastic pan. Refill the tray with soil. Repeat the activity changing the elevation of the pan and the amount and force of water sprinkled over the soil. Each time record the amount of soil that washes down into the plastic pan. Develop a statement about the causes of erosion. Predict what happens when there is a lot of rain.</p>	<p>Provide student with an erosion tray, plastic pan, water, and soil. Fill tray with soil. Elevate one end of the tray with books. Place opposite end of tray in the plastic container. Sprinkle a quart of water over the soil. Observe and record the amount of soil that washes into the plastic pan. Refill the tray with soil. Repeat the activity changing the elevation of the pan and the amount and force of water sprinkled over the soil. Each time record the amount of soil that washes down into the plastic pan. Develop a statement about the causes of erosion.</p>	<p>Using an erosion pan, soil, and water, student will observe how water causes erosion by pouring various amounts of water at different angles. Develop a statement about erosion.</p>	<p>Using an erosion pan, soil, and water, student will observe how water causes erosion by pouring various amounts of water at different angles.</p>
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Model Academic Standard E: Earth and Space Science

Objectives/Subskills: Structure of Earth System – Earth’s History – Earth in the Solar System

EXTENDED GRADE BAND OBJECTIVE: E1b

Recognize Cycles that happen on the Earth (e.g., seasons, day/night, etc.)

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Recognize and sequence cycles that happen on the earth (e.g., seasons, day/night, etc.)</i>	<i>Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.)</i>	<i>Identify seasons and day/night</i>	<i>Recognize day or night</i>
Discuss the water cycle and the three main factors in the water cycle (evaporation, condensation, and precipitation). Provide a simple diagram of the water cycle (clouds, rain, lakes, sun). Have student find pictures from magazines to create their own water cycle diagram. Have student identify and label the parts of the cycle.	Discuss the water cycle and the three main factors in the water cycle (evaporation, condensation, and precipitation). Provide a simple diagram of the water cycle (clouds, rain, lakes, sun). Have student find pictures from magazines to create their own water cycle diagram.	Discuss the water cycle and the three main factors in the water cycle (evaporation, condensation, and precipitation). Provide a simple diagram of the water cycle (clouds, rain, lakes, sun). Provide set of pictures that match each component of the cycle and have the student place the pictures in the correct place on the diagram.	Discuss the water cycle and the three main factors in the water cycle (evaporation, condensation, and precipitation). Provide a simple diagram of the water cycle (clouds, rain, lakes, sun). Have student point to the components of the cycle as they are named.
Provide student with a globe and a representation of a human figure. Have student locate the Wisconsin area and attach the figure to the location on the globe. Discuss the earth’s rotation and how day and night are indicators of this rotation. Shine a flashlight representing the sun on the figure. Slowly rotate the globe while the flashlight remains stationary. Have the student identify morning, noon, evening, and night and activities associated with each time.	Provide student with a globe and a representation of a human figure. Have student locate the Wisconsin area and attach the figure to the location on the globe. Discuss the earth’s rotation and how day and night are indicators of this rotation. Shine a flashlight representing the sun on the figure. Slowly rotate the globe while the flashlight remains stationary. Have the student identify morning, noon, evening, and night.	Provide student with a globe and a representation of a human figure. Have student locate the Wisconsin area and attach the figure to the location on the globe. Discuss the earth’s rotation and how day and night are indicators of this rotation. Shine a flashlight representing the sun on the figure. Slowly rotate the globe while the flashlight remains stationary. Have the student identify day and night.	Provide student with a pictures of day and night. Have the student identify the picture that depicts day and the one that depicts night.

<p>Use a model to demonstrate the lunar cycle. Have student chart the changes of the moon for a month using a lunar calendar. Have student identify the full moon, new moon, half moon, and crescent moon. Identify that the cycle repeats each month.</p>	<p>Use a model to demonstrate the lunar cycle. Have student chart the changes of the moon for a month using a lunar calendar</p> <p>. Have student identify the full moon, new moon, half moon, and crescent moon.</p>	<p>Use a model to demonstrate the lunar cycle. Using a lunar calendar, have the student identify the full moon and the half moon on the calendar.</p>	<p>Use a model to demonstrate the lunar cycle. Using a lunar calendar, have the student identify the full moon on the calendar.</p>
<p>Using a model of the sun and the earth, demonstrate how the earth revolves around the sun. Discuss each season and the direction and position (tilt) of the earth during each season. Repeat demonstration stopping at each seasonal position and have the student identify which season it is.</p>	<p>Using a model of the sun and the earth, demonstrate how the earth revolves around the sun. Discuss each season the direction of the sun and position (tilt) of the earth during each season. Repeat demonstration stopping at each seasonal position and have the student identify which season it is. Give clues such as temperature and amount of daylight.</p>	<p>Using a model of the sun and the earth, demonstrate how the earth revolves around the sun. Provide pictures representing the four seasons. Have the student identify the season depicted in each picture (spring, summer, fall, or winter).</p>	<p>Using a model of the sun and the earth, demonstrate how the earth revolves around the sun. Provide sets of pictures representing the four seasons. Have the student match pictures representing like seasons.</p>

Model Academic Standard F: Life and Environmental Science

Objectives/Subskills: Structure and Function of Living Things - Reproduction and Heredity -Regulation and Behavior - Populations and Ecosystems - Diversity and Adaptations of Organisms <i>EXTENDED GRADE BAND OBJECTIVE: F1a</i> Identify Characteristics of Living Things			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Compare characteristics of living things (e.g., reproduce their own species)</i>	<i>Identify characteristics of living things</i>	<i>Identify living versus non-living things</i>	<i>Identify an animal as living thing</i>
<p>Review that all things are living or non-living. Introduce the following facts: living things are called organisms; are made up of small units of life called cells; there are millions of cells in our bodies, cells are round, small, and can only be seen with a microscope, cells have a nucleus, and inside the nucleus are chromosomes. Have student recall information through pictures or words. Have student create a diagram of a cell.</p>	<p>Review that all things are living or non-living. Introduce the following facts: living things are called organisms; are made up of small units of life called cells; there are millions of cells in our bodies, cells are round, small, and can only be seen with a microscope, cells have a nucleus, and inside the nucleus are chromosomes. Have student recall information through pictures or words. Label the parts on a simple cell diagram.</p>	<p>Review that all things are living or non-living. Introduce the following facts: living things are called organisms; are made up of small units of life called cells; cells are round, small, and have a nucleus. Have student identify a cell and a nucleus on a diagram.</p>	<p>Review that all things are living or non-living. Introduce the following facts: living things are called organisms; are made up of small units of life called cells; cells are round, small, and have a nucleus. Have student identify a picture of a cell when shown two pictures, one of a cell and one not a cell.</p>
<p>Review that a characteristic of a living thing is the need for energy. Provide the class with two identical plants. Keep one plant in a sunlit location and the other covered with a ventilated opaque cover. Have student water each plant with the same amount of water as necessary. Have student monitor the daily progression in the growth until there is a recognizable difference between the plants. Have the class record daily observation of sunlight, water, and plant condition on a chart. Have student identify what caused the difference between the two plants.</p>	<p>Review that a characteristic of a living thing is the need for energy. Provide the class with two identical plants. Keep one plant in a sunlit location and the other covered with a ventilated opaque cover. Have student water each plant with the same amount of water as necessary. Have student monitor the daily progression in the growth until there is a recognizable difference between the plants. Have the class record daily observation of sunlight, water, and plant condition on a chart. Discuss what caused the difference between the two plants.</p>	<p>Review that a characteristic of a living thing is the need for energy. Provide the class with two identical plants. Keep one plant in a sunlit location and the other covered with a ventilated opaque cover. Have student water each plant with the same amount of water as necessary. Label the plants with a representation for sun and no sun. Have student observe the condition of the plants daily until a recognizable difference between the plants exists. Have student identify what caused the difference in the two plants.</p>	<p>Review that a characteristic of a living thing is the need for energy. Provide the class with two identical plants. Keep one plant in a sunlit location and the other covered with a ventilated opaque cover. Have student water each plant with the same amount of water as necessary. Label the plants with a representation for sun and no sun. Have student observe the condition of the plants daily until a recognizable difference between the plants exists. Have student identify if the plants look the same or different and which plant looks better.</p>

<p>Discuss that everything in the world is either living or non-living. Have student make list of characteristics of living things: able to move, respond to environment, need energy (food), need air to breathe, adapt to environment, grow, and reproduce. Go on a living and non-living hunt in the schoolyard. Using the list as a guide, have students classify the things they see in the schoolyard. Choose two objects to compare.</p>	<p>Discuss that everything in the world is either living or non-living. Have student make list of characteristics of living things: able to move, respond to environment, need energy (food), need air to breathe, adapt to environment, grow, and reproduce. Go on a living and non-living hunt in the schoolyard. Have students identify the things they see in the schoolyard as living or non-living.</p>	<p>Discuss that everything in the world is either living or non-living. Have student make list of characteristics of living things: able to move, respond to environment, need energy (food), need air to breathe, adapt to environment, grow, and reproduce. Go on a living and non-living hunt in the schoolyard. Show student two objects, have student identify which object is living.</p>	<p>Discuss that everything in the world is either living or non-living. Have student make list of characteristics of living things: able to move, respond to environment, need energy (food), need air to breathe, adapt to environment, grow, and reproduce. Go on a living and non-living hunt in the schoolyard. Have student identify people or animals they see.</p>
<p>Review that a characteristic of a living thing is that it can grow. Provide a series of pictures of a human at varying stages of growth (baby, child, teen, adult, and grandparent). Have student arrange the pictures in the correct sequence of growth. Have student compare characteristics of each stage of growth (height, weight, physical development, etc.).</p>	<p>Review that a characteristic of a living thing is that it can grow. Provide a series of pictures of a human at varying stages of growth (baby, child, teen, adult). Have student arrange the pictures in the correct sequence of growth. Have student identify characteristics of each stage of growth (height, weight, physical development, etc.).</p>	<p>Review that a characteristic of a living thing is that it can grow. Provide a series of pictures of a human at varying stages of growth (baby, child, adult). Have student arrange the pictures in the correct sequence of growth.</p>	<p>Review that a characteristic of a living thing is that it can grow. Provide a series of pictures of a human at varying stages of growth (baby, child, adult). Have student identify picture of the baby, child, and adult.</p>
<p>Review that a characteristic of a living thing is that it can reproduce. Provide student with various pictures of adult animals and possible offspring (e.g., dog/puppy, cow/calf, grasshopper/nymph, or horse/foal). Have student identify the sets of adult and offspring. Have student compare characteristics of the adult to the offspring.</p>	<p>Review that a characteristic of a living thing is that it can reproduce. Provide student with various pictures of adult animals and possible offspring (e.g., dog/puppy, cow/calf, horse/foal, or chicken/egg). Have student identify the sets of adult and offspring and name one characteristic that is the same.</p>	<p>Review that a characteristic of a living thing is that it can reproduce. Provide student with pictures of common adult animals and offspring (e.g., dog/puppy, cow/calf, horse/foal, or cat/kitten). Have student match the picture of the offspring to the adult.</p>	<p>Review that a characteristic of a living thing is that it can reproduce. Provide student with pictures of common adult animals and offspring (e.g., dog/puppy, cow/calf, horse/foal, or cat/kitten). Have student identify the adult or the offspring in each set of pictures.</p>
<p>Review that a characteristic of a living thing is that it can reproduce. Identify traits that are inherited from parent to offspring in plants and animals. Have the student make a poster of their family, highlighting two genetic traits of each family member, such as eye color, hair color, or handedness. Have student share the similarities and differences with class.</p>	<p>Review that a characteristic of a living thing is that it can reproduce. Identify traits that are inherited from parent to offspring in plants and animals. Have the student make a poster of their family, highlighting two genetic traits of each family member, such as eye color, hair color, or handedness.</p>	<p>Review that a characteristic of a living thing is that it can reproduce. Identify traits that are inherited from parent to offspring in plants and animals. Have student bring in a picture of himself or herself and parent or parents. Have student identify similarities between self and parent.</p>	<p>Review that a characteristic of a living thing is that it can reproduce. Have student bring in a picture of himself or herself and parent or parents. Have student answer questions identifying likenesses and differences between self and parent.</p>

Model Academic Standard G: Science Applications
H: Science in Social and Personal Perspectives

NOTE: Extended Grade Objectives **G: Science Applications** and **H: Science in Social and Personal Perspectives** are combined into a single Extended Grade Objective consistent with the combined reporting in the general education assessment.

EXTENDED GRADE BAND OBJECTIVE: G-H1			
Identify Technologies and Habits That Help People Learn or Work Safely			
Instructional Achievement Descriptors			
Advanced	Proficient	Basic	Minimal
<i>Describe technologies and habits that help people learn or work safely</i>	<i>Identify technologies and habits that help people learn or work safely</i>	<i>Recognize safe and unsafe behavior/work habits</i>	<i>Imitate safe behavior</i>
Discuss careers that involve science and technology. Have student identify one career to investigate. Using computer, books, or other reference material, have student identify three skills a person needs to do the job and where he can learn the skills.	Discuss careers that involve science and technology. Have student identify one career to investigate. Using computer, books, or other reference material, have student identify three skills a person needs to do the job.	Discuss careers that involve science and technology. Have student identify one career to investigate. Using computer, books, or other reference material, have student identify one skill a person needs to do the job.	Discuss careers that involve science and technology. Using computer, books, or other reference material, have student find pictures of the identified careers.
Discuss the food pyramid and how science has discovered the appropriate amount and type of foods that contribute to a healthy eating. Have students plan a menu for three days that reflects information from the food pyramid. Have student discuss the menu and tell where each item belongs on the food chart.	Discuss the food pyramid and how science has discovered the appropriate amount and type of foods that contribute to a healthy eating. Have student plan a menu for three days that reflects information from the food pyramid to the class.	Discuss the food pyramid and how science has discovered the appropriate amount and type of foods that contribute to a healthy eating. Provide student with a one-day menu that reflects healthy choices and a one-day menu of unhealthy choices. Have the student identify the healthy menu.	Discuss the food pyramid and how science has discovered the appropriate amount and type of foods that contribute to a healthy eating. Provide student with several pictures of unhealthy and healthy food choices. Have the student identify the healthy foods when given a choice.
Discuss personal health and safety issues (seatbelts, helmets, sun screen, eating habits, exercise, smoking, etc). Have student select one area of personal health and safety to investigate and make a poster demonstrating the safe and unsafe behavior and decision-making.	Discuss personal health and safety issues (seatbelts, helmets, sun screen, eating habits, exercise, smoking, etc). Have student select one area of personal health and safety to investigate and make a poster demonstrating the safe and unsafe behavior and decision-making.	Discuss personal health and safety issues (seatbelts, helmets, sun screen, eating habits, exercise, smoking, etc). Using posters created by the class, have students identify safe and unsafe behaviors.	Discuss personal health and safety issues (seatbelts, helmets, sun screen, eating habits, exercise, smoking, etc). Have student identify safe behaviors on posters created by the class.

<p>Discuss importance of personal hygiene in fighting germs. Provide students with a UV lotion, soap and water, and a black light. Have student apply lotion, wash hands, and view hands under black light. Observe incidence of glowing spots on hands to determine how well the hands were washed. Identify ways to improve washing hands. Have student wash hands again implementing suggested improvements. Repeat the black light experiment and identify consequences of not doing a good job washing hands.</p>	<p>Discuss importance of personal hygiene in fighting germs. Provide students with a UV lotion, soap and water, and a black light. Have student apply lotion, wash hands, and view hands under black light. Observe incidence of glowing spots on hands to determine how well the hands were washed. Identify ways to improve washing hands. Have student wash hands again implementing suggested improvements. Repeat the black light experiment.</p>	<p>Discuss importance of personal hygiene in fighting germs. Provide students with a UV lotion, soap and water, and a black light. Have student apply lotion, wash hands, and view hands under black light. Observe incidence of glowing spots on hands to determine how well the hands were washed. Discuss how to do a better job washing hands.</p>	<p>Discuss importance of personal hygiene in fighting germs. Provide students with a UV lotion, soap and water, and a black light. Have student apply lotion, wash hands, and view hands under black light. Observe incidence of glowing spots on hands to determine if hands are clean or not.</p>
<p>Discuss how technology has provided access and opportunities for people with and without disabilities. Demonstrate several examples of technology. Have student identify how the technology helps. (Dragon Naturally Speaking, Alpha Smart, switches, calculators, spell checker, reading pens, computers, laptops, GPS, electric appliances, etc.). Have student identify additional technology. Invite an assistive technology or other technology specialist to speak to the class.</p>	<p>Discuss how technology has provided access and opportunities for people with and without disabilities. Demonstrate several examples of technology. Have student identify how the technology helps. (Dragon Naturally Speaking, Alpha Smart, switches, calculators, spell checker, reading pens, computers, laptops, GPS, electric appliances, etc.). Invite an assistive technology or other technology specialist to speak to the class.</p>	<p>Discuss how technology has provided access and opportunities for people with and without disabilities. Demonstrate several examples of technology. Have student choose a piece of technology and identify what it helps a person to do (read, write, or speak).</p>	<p>Discuss how technology has provided access and opportunities for people with and without disabilities. Demonstrate several examples of technology. Have student complete a task using technology that is most appropriate to their disability.</p>