

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: Our World Around Us: Expanding Our Boundaries

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School: Montville High School

Subject Area: Life Skills

Grade Level(s): 9-12

Time Frame to Allow for Unit: Three weeks

Introduction: Brief Description of the Unit

My Life Skills students, along with my special education students, will work together in groups to create personal target maps for the group members. The group meets for 84 minutes every other day. The regular education students will take lead positions for interest survey, internet searches, newspaper research, and legend. The special education students will take lead positions on photos, selection, and map work (highlighting, placement).

Groups of students will map out and research available resources in and around their community, starting with within 1 mile, expanding to within 5 miles and finally out to 10 miles. They will use the topics of medical, entertainment: free and low cost, educational opportunities, transportation: private and public, food: stores and restaurants, fast and sit down, income opportunities, health: medical and dental, and lastly support agencies for social, educational and living assistance.

Geographic Connections: Related to Summer Institute Themes

Expanding the boundaries for people with special needs to build awareness and knowledge of their expanding world within a structured geographical 10 miles distance. As related to the summer institute, this lesson will build independent skills and opportunities for all community members.

Vocabulary: Terms, Concepts

Low Cost
Availability
Public
Private
Support
Outreach

Stage 1 – Desired Results

Content Standard(s):

National Standard 4: The physical and human characteristics of places

CCT (Common Core of Teaching)

- 2.1 Creating a class climate that is responsive to and respectful of the learning needs of students
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible

Standard 2: History/Social Studies Literacy

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

2.4 Geographical space and place.

Understanding (s)/Goals:

Students will understand that:

- There are choices within their communities for recreation, employment, health, education, transportation.
- There are tools to aid them in locating resources.
- Location of resources that are found within their communities.
- They can expand their resources by utilizing newspapers, bulletin boards, internet, and recommendations.

Essential Question(s) Related to Theme(s):

- As I work toward independent living what resources would I need to have locally such as Health, recreation and leisure, food, transportation, and employment opportunities, and where might these be located in relation to my home?
- How would I locate new resources and how would I have access to these resources?

Student Objectives (Outcomes):

- Students will be able to: complete an interest survey on recreational interests.
- Students will be able to locate resources within their community that pertain to entertainment activities, medical, educational, support, income, food and transportation opportunities.
- Students will be able to create a workable target map with distance circles of 1, 5, and 10 mile radius' with pictures or icons of resources located on map.

- Student will be able to locate medical resources easily on their map.
- Students will be able to locate entertainment opportunities easily on their map.
- Students will be able to locate support resources easily on their map.
- Students will be able to locate income opportunities easily on their map.
- Students will be able to locate food availabilities easily on their map.
- Students will be able to locate transportation opportunities easily on their maps.

Stage 2 – Assessment Evidence

Performance Task(s):

- Research and select available resources within 10 mile distance from MHS.
- Take pictures or gather icon representations of these resources
- Create Target Map with pictures designating location of resources

Other Evidence:

- Completion of interest survey
- Completed glossary of terms
- Share their map with fellow students with resources listed and explained

Stage 3 – Learning Plan

Learning Activities:

The students complete interest surveys on leisure activities while working in teams with regular and special education students.

The students will review basic map skills. The students will be provided with large maps for our town and surrounding towns, on these maps the main transportation arteries will be highlighted by the students.

The students will highlight MHS and their home locations on the map.

The students will work with newspapers, internet sites, bulletin boards in MHS to locate possible resources.

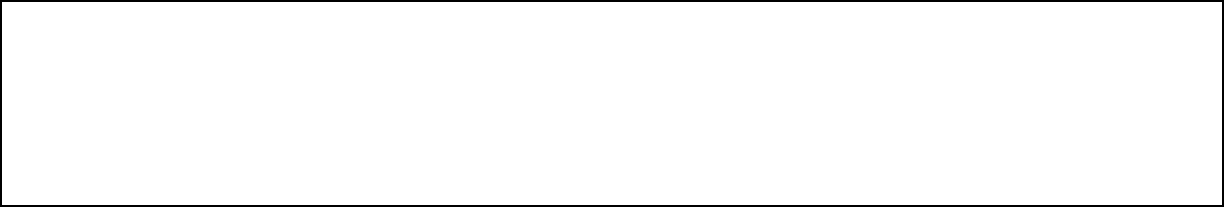
The students will create a working journal with possible locations, names of resources, and contact information about resources.

The students will locate public and private transportation locations with schedules.

The students will research and locate available resources within and surrounding their home communities with team of special education students and two regular education students.

The students will create icons or take pictures of resources, resize, and place on target maps.

The students will utilize newspapers, bulletin boards, internet, recommendations and more, to locate resources that build on their independence within their community.



List/Bibliography:

Please be sure to include full titles, authors, and URL addresses with dates accessed.

The Day Newspaper

<http://www.seatbus.com>

www.yellowpages.com/montville-ct/taxis

<http://www.theday.com/events>

<http://maps.google.com/maps?client=safari&rls=en&oe=UTF-8&q=maps+of+montville+connecticut>

www.yellowpages.com/montville-ct/doctors

Search engines. [www. Google.com](http://www.Google.com), www.yahoo.com

www.townofmontville.org/Content/Parks_and_Recreation/

How Are You Going to Use This Unit?

This unit is being created for high school special education students and their families. If it goes well, I would like to share it with my professional learning community for special education high school teachers in Southeastern Connecticut. In the future, a regional resource guide could be created for all the students in our entire area.

My students could share their resource guide and maps with other special education students in surrounding areas and instruct those students on how they would be able to create their own maps.

Name _____

INTEREST SURVEY

Place a check mark next to all the activities you would like to participate.

- | | |
|----------------------------------|-----------------------|
| _____ Aerobics, Aerobics (Water) | (Badminton, Bocce) |
| _____ Arts & Crafts | _____ Movies |
| _____ Bicycling | _____ Ping Pong |
| _____ Billiards (Pool) | _____ Singing |
| _____ Bowling | _____ Sightseeing |
| _____ Boating | _____ Soccer |
| _____ Camping | _____ Ice Skating |
| _____ Concerts (Special Events) | _____ Swimming |
| _____ Cooking | _____ Skiing |
| _____ Miniature Golf | _____ Watching Sports |
| _____ Dancing | _____ Yoga |
| _____ Dancing | |
| _____ Eating Out | |
| _____ Field Trips (Zoo/Museum) | |
| _____ Frisbee Golf | |
| _____ Gardening | |
| _____ Games | |
| _____ Fishing | |
| _____ Hiking | |
| _____ Horseback Riding | |
| _____ Lawn Games | |

_____ Football

Suggestions and other activities: _____

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