

## ***Part 2 - Curriculum Guide***

*Use this curriculum guide to generate ideas for using a work to teach in ways that promote inclusion of people with disabilities. Go to the section of the curriculum guide that corresponds to the number of “yes” responses you recorded on the rubric (i.e., the final rubric score). There you will find sample learning objectives, lesson ideas, and evaluation strategies designed specifically to address the way the work you rated depicted characters with disabilities.*

## Works with Final Rubric Score 39-30

Number of “Yes” Responses on Entire Rubric = 39-30: Predominately Accurate and Positive Depictions		
If you are interested in using literature, such as <i>Radio</i> (the movie) that depicts a character with intellectual disability accurately and positively here are some ideas you might try:		
Learning Objectives	Lesson Topic/Activity Ideas	Product & Evaluation Strategy
1. The learner will demonstrate knowledge of accurate facts about individuals with disabilities (i.e., intellectual disabilities).	<p>a. Students do a research report on the specific disability described in the work. Students identify the accurate facts about that disability and contrast these with inaccurate “myths” about disability.</p> <p>b. Students make a list of qualities they would want in a friend. Then the students read the work and make a list of the good qualities of the character with the disability. The students compare that to the original list to see how well they match up and discuss it in class.</p> <p>c. Students make a list of good qualities they would want to find in a friend (see above). Then the students get to know students within their school who have a disability. After they get to know each other they list all of their common interests and shared activities.</p>	<p>a. Students produce written reports. The products are evaluated using a grading rubric.</p> <p>b. Students discuss the list they created. The discussions are evaluated using a grading rubric.</p> <p>c. Students produce reflection papers including the list they created. The papers are evaluated using a grading rubric.</p>
2. The learner will discuss the social importance of positive, accurate media portrayals of individuals with disabilities (i.e., intellectual disabilities).	<p>a. Students identify and research famous people with disabilities and discuss how they have impacted society in positive ways.</p> <p>b. Students volunteer at a local group home for adults with developmental disabilities. They make a scrapbook that highlights all the skills, activities, hobbies, etc. that their new friends <i>can</i> do. Discuss how they are the same as people without disabilities.</p> <p>c. Students complete a survey about their ideas of people with disabilities before reading the work. After reading the work they take the survey again and then compare it to their original survey to see if their ideas changed.</p>	<p>a. Students do oral presentations. The presentations are evaluated using a grading rubric.</p> <p>b. Students produce scrapbooks. The products are evaluated using a grading rubric.</p> <p>c. Students discuss how survey scores changed. The discussions are evaluated using a grading rubric.</p>

## Works with Final Rubric Score 29-20

Number of “Yes” Responses on Entire Rubric = 29-20: Both Accurate and Inaccurate; Positive and Negative Depictions		
<p>If you are interested in students utilizing a classic text such as <i>Of Mice and Men</i> that includes both accurate and inaccurate information and positive and negative characterizations, here are some general objectives and ideas you might implement.</p>		
Learning Objectives:	Lesson Topic/Activity Ideas	Product & Evaluation Strategy
<p>1. The learner will discuss the impact of negative portrayals of individuals with development disabilities on individuals and on society.</p>	<p>a. Students participate in activities or programs that provides opportunities to increase awareness, understanding and competence of disability (i.e., a disability ally). See: <a href="https://www.disability.illinois.edu/disability-allyship">https://www.disability.illinois.edu/disability-allyship</a></p> <p>b. Students discuss how limitations in functioning can be accommodated by changes in the environment.</p> <p>c. Students rate the physical accessibility of their school. Ratings are shared with school administrators.</p>	<p>a. Students produce reflection papers. The products are evaluated using a grading rubric.</p> <p>b. Participation in discussion is monitored and scored by teacher.</p> <p>c. Students produce school “grades” based on access for students with disability.</p>
<p>2. The learner will discuss how acceptance and support can help people with developmental disabilities improve their functioning.</p>	<p>a. Students identify the everyday tasks that may be difficult for individuals with developmental disabilities due to environmental barriers. Students brainstorm how to improve the environment to make living with the disability more manageable.</p> <p>b. Discuss common challenges everyone has faced in their lives (learning disabilities, hearing problems, eating problems, asthma, sleeping problems, glasses, height, etc.) and how those problems are managed. Then the students identify the challenges of a character (from the work) and discuss how he/she was or was not supported.</p>	<p>a. With a partner, students create a presentation for the class. The presentations are evaluated using a grading rubric.</p> <p>b. Students write a journal about their personal challenges. The journals are evaluated using a grading rubric.</p>

## Works with Final Rubric Score Below 19

<b>Number of “Yes” Responses on Entire Rubric below 19: Predominately Inaccurate and Negative Depictions</b>		
<p>Opportunities for teaching still abound even when texts contain inaccurate and negative depictions of individuals with disabilities. Inaccurate, dismissive, stereotypical, or other inappropriate depictions can be useful in helping students understand real issues associated with living with a disability. Through classroom discussion, writing, and dramatic activities that highlight inaccurate portrayals student can gain a deeper understanding and appreciation for human diversity. Here are some ideas that might be useful when using these kinds of texts.</p>		
<b>Learning Objectives:</b>	<b>Lesson Topic/Activity Ideas</b>	<b>Product &amp; Evaluation Strategy</b>
<p>1. The learner will discuss how inaccurate media portrayals influence treatment of people with developmental disabilities.</p>	<p>a. Students identify stereotypes they have heard about people with developmental disabilities prior to reading the work. After reading the work the students identify examples within the work of those previously identified stereotypes.</p> <p>b. Students discuss how negative stereotypes influence societal responses to developmental disability.</p> <p>c. Students research and learn correct terminology about disabilities. Then select a section of the book to correct using “people first” language and proper terms. For information about people first language, please see: <a href="https://www.disability.illinois.edu/academic-support/instructor-information/accessible-language-guide-disability-etiquette">https://www.disability.illinois.edu/academic-support/instructor-information/accessible-language-guide-disability-etiquette</a></p>	<p>a. Students recite passages or act out scenes from the work. Their dramatic interpretations are evaluated using a grading rubric.</p> <p>b. Participation in discussion is monitored and scored by teacher.</p> <p>c. Students produce a revised section of the text. The products are evaluated using a grading rubric.</p>

### Other Resources

For more information about developmental disabilities, please go to: <http://www.cdc.gov/ncbddd/dd/>