

Due: December 3, 2007

SAMPLE

Section 2: Models: A, B, C, D, and Seminar

GATE Accountability Plan for Differentiated Instruction

School: Exemplary Elementary School

Teacher's Name: M.A. Goodfellow

GATE Certified: Yes No

**DIRECTIONS:** While we encourage grade level team planning, each teacher must submit individual forms. **Secondary teachers, please submit one form for each class taught. Elementary teachers, please submit one form for each core subject. Duplicate this page as needed.**

Curriculum and Instruction State GATE Standard: Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206a and 52206b)

**Part I. Elementary (Required on first page only)**

**Part I. Secondary**

Grade: 3	Circle one: Seminar <u>Cluster</u>	Course Title:	No. Sections:
Circle one: <u>Model A</u> Model B Model C Model D(IGP)		Department:	Circle one: Seminar Cluster
Number Identified GATE students served: 11		Number Identified GATE students served:	
Total Number of students in the class: 20		Total Number of students in the class(es):	

**Part II:** For the GATE course(s) designated above, please select a lesson or a unit of study that provides evidence of differentiation (acceleration, novelty, depth, and complexity) in your class. Then, complete the curriculum map below **or** attach a handout containing the same information.

Core Elementary Subject or Title/Topic of Secondary Unit:	Title/Topic of Lesson:		
Literacy: Informational/expository texts	Timelines		
<b>Core Content Standard:</b> (Please write out the standard or standards.)			
1) <u>Reading Comprehension 2.6:</u> Extract appropriate and significant information from the text, including problems and solutions. 2) <u>Writing 1.3:</u> Understand the structure and organization of various reference materials. 3) <u>Listening and Speaking 1.5:</u> Organize ideas chronologically or around major points of information.			
<p><b>Differentiated Content:</b> (Please describe differentiated content, check strategies used, list specific resources utilized, delineate product required <b>and/or</b> attach evidence, i.e. Socratic Seminar text, pre-assessment tool, independent study contract, tiered assignment options, grading rubric, etc.)</p> <ol style="list-style-type: none"> <li>This lesson tiers the process, content, and environment by carefully grouping students with intellectual peers and providing them with appropriately challenging texts containing timelines to examine and discuss in order to foster deeper questioning and wondering, i.e., why authors choose to use timelines to present materials, how one event impacts the next event, etc.</li> <li>Students work in pairs to compare the attributes of timelines, to identify common structural patterns of timelines, and to evaluate the efficiency and value of timelines on various subjects.</li> <li>Students structure an original timeline to communicate researched information about a topic of interest.</li> </ol> <p>(See introductory lesson attached.)</p>	<p><b>Strategies:</b> <u>X</u></p> <p><input type="checkbox"/> Curriculum Compacting</p> <p><u>X</u> Depth/Complexity</p> <p>ICONS/Content Imperatives</p> <p><input type="checkbox"/> Tiered Lessons</p> <p><input type="checkbox"/> Problem-Based Learning/Parnes Problem Solving</p> <p><input type="checkbox"/> Socratic Seminar</p> <p><u>X</u> Independent Study</p> <p><input type="checkbox"/> Kohlberg</p> <p><input type="checkbox"/> Taba</p>	<p><b>Resources:</b> (List specific titles, materials, technology)</p> <p>To learn about timeline features, books of appropriate level and difficulty are carefully selected and assigned to partners.</p> <p>Texts, Web quests, encyclopedias, etc., are used for research.</p>	<p><b>Product:</b> (Please specify.)</p> <ol style="list-style-type: none"> <li>Students write individual journal reflections explaining how an author uses a timeline to enhance communication.</li> <li>Student pairs examine and extract evidence from several timelines to argue in support of the generalization, "Structure follows function."</li> <li>Students design, exhibit, and explain an original timeline on a topic of interest.</li> </ol>