

Due: December 3, 2007

**SAMPLE**

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

**GATE Accountability Plan for Differentiated Instruction**

School: Mesa High School

Teacher's Name: Lil Diamond

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: Circle one: Seminar Cluster	Course Title: English 3-4 Cluster	No. Sections: 2
Circle one: Model A Model B Model C Model D(IGP)	Department: English	Circle one: Seminar <u>Cluster</u>
Number Identified GATE students served:	Number Identified GATE students served: 28	
Total Number of students in the class:	Total Number of students in the class(es): 70	

**Part II:** For the GATE course(s) designated above, please select a lesson or a unit of study that provides specific 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 or Lesson:** The Individual v. the System

**Core Content Standard:** (Please write out the standard or standards.)  
3.5 Compare works that express a universal theme and provide evidence to support the ideas in each work.

<p><b>Differentiated Content:</b> (Please describe differentiated content, check strategies used, list specific resources utilized, delineate product required <u>and/or</u> attach evidence, i.e. Socratic Seminar text, pre-assessment tool, independent study contract, tiered assignment options, grading rubric, etc.)</p> <p>The unit calls upon students to judge critically the universal theme of man versus society as it is expressed in fiction, nonfiction, philosophy, and art. Students must examine multiple viewpoints, determine relevance, and prove opinion with evidence. A range of resources and products addresses individual interests and learning styles. The following truths concerning conflict will be stressed:</p> <ul style="list-style-type: none"> <li>● conflict is composed of opposing forces,</li> <li>● conflict can be intentional or unintentional,</li> <li>● conflict can occur naturally or by human involvement,</li> <li>● conflict may or may not result in synthesis or change, and</li> <li>● conflict may or may not be resolved.</li> </ul>	<p><b>Strategies:</b> <u>X</u></p> <p><input type="checkbox"/> Curriculum Compacting</p> <p><u>X</u> Depth/Complexity 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>-Kesey, <i>One Flew Over the Cuckoo's Nest</i></p> <p>-selected biographies of individuals or artists</p> <p>-selected works from Emerson, Thoreau, M.L. King, Sir Thomas More, Thomas Aquinas, Ayn Rand, etc.</p> <p>-selected news articles, historical essays, and/or historical speeches</p>	<p><b>Product:</b> (Please specify)</p> <ol style="list-style-type: none"> <li>1. Work of art, collage, song lyrics, or poem depicting theme of "being true to self."</li> <li>2. Essay explaining how the subject of a selected biography or autobiography dealt with conflict.</li> <li>3. Essay explaining your findings regarding the expression of societal conflict in the works of a selected artist.</li> <li>4. Essay evaluating the beliefs of a selected philosopher regarding whether or not the needs of individuals and those of society must be mutually exclusive.</li> </ol>
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