

Teaching History Using Differentiated Instruction

Overview

This option involves the creation of a unit based around the use of differentiated instruction. Teachers may differentiate instruction to accommodate student needs by modifying one or more of the following: 1) the pace at which groups of students are expected to learn the material (everyone learns the same thing, but some learn it faster/slower); 2) the learning expectations of various groups (what material they will learn or how well they will be expected to learn material; or 3) the activities and experiences students will use to learn the material. In addition, this option includes the creation of a narrative in which the participant presents the history to be learned, so that another person who is not well-versed in this history could read the narrative and present the unit.

Required Components

1. A list of student learning objectives that specify what knowledge and skills students are expected to gain as a result of this unit. If different groups of students are expected to achieve different objectives, please label objectives to show who they relate to the various groups.

Objectives must be keyed to specific standards, benchmarks, and indicators from BOTH the Ohio academic standards for social studies at the targeted grade level.

2. A list of the groups or levels which the differentiation is designed to address, and a description of what kinds of learners would be included in each level/group.
3. An original narrative that summarizes or tells the history that will be covered in the two texts. The narrative should have sufficient depth and detail to provide background for a teacher who is unfamiliar with the content being taught, and it should demonstrate knowledge gained from the TAH seminars, assigned readings, or other adult level readings selected by the participant. The narrative should reflect graduate level writing, and should fully and correctly reference sources used in preparing the narrative.
4. A copy of any study materials that students will use to help them achieve the intended learning objectives.
5. A copy of any assessment instrument(s) to be used to determine what students have learned. Answer keys and/or scoring rubrics must be included.
6. A summary of what each group/level of students will do. This may take the form of lesson plans. The goal is to provide enough detail that another educator could take the plan and implement it.

Teaching American History Using Differentiated Instruction
Year One Final Project

Grading Checklist

Name _____ District _____

Title _____

Components	Point Value	Points Earned	Comments
The unit addresses content covered or closely related to the subject matter for the TAH year 1 activities.	10		
The history summary is well-written and accurate, and it adequately addresses significant issues and events.	30		
Student learning outcomes reflect significant historical issues and events.	10		
All student learning activities address the content specified in the learning objectives.	10		
The unit addresses significant historical content while making appropriate modifications in the pace, learning expectations, or learning activities.	10		
The lesson plan is clear and easy to follow.	10		
The student assessment materials are well designed and are likely to yield information on how well each level/group of students has achieved the learning objectives.	10		
Social Studies standards, benchmarks, and indicators for the appropriate grade level are referenced for the learning objectives.	5		
All required materials were submitted.	5		

.Total Score _____

Grade _____