

Differentiation of Instruction Planning Sheet

Teacher(s): Mr. Jeremy Schindler Grade: 9th Date of Lesson: April 1, 2011

Concept: Industrial Revolution Topic: Factory System

Standards:

Students will demonstrate knowledge of major historical events and contributions of indigenous peoples and other historical figures to the development of our nation, our state, and our community.

Benchmarks/Learning Outcomes:

Students will identify various perspectives of the same historical event.

List important content that must be learned by **all** students:

Students will understand how the factory system made work easier for workers.

Students will understand how the factory system worked.

Students will compare the factory system to the domestic system.

List the exceptional learners in this classroom and the strategies to be used in this lesson to **differentiate instruction** to meet their learning needs.

Students with low reading levels: will receive a copy of the power-point slides that will be covered during the lesson.

Students with ADHD will participate in the factory system demonstration activity, so that they are engaged in the lesson.

Talented and gifted students will explain why we moved from a domestic system to the factory system.

Reflection on the lesson:

What worked when teaching this lesson:

The students that had ADHD were excellent volunteers for the factory system activity.

Students with low reading levels were also able to follow along easily with the power-point handouts.

What you will/would you do differently tomorrow to meet each student's learning needs:

I would make the factory system activity more complicated so that I could get more students involved.

Standard 3: Demonstrates competence in planning and preparing for instruction.

Criterion c: Uses students' developmental needs, background, and interests in planning for instruction.

Explanation: This standard helps meet the special needs of students. Teachers need to be able to differentiate instruction when teaching to a multitude of students. This is not only for students that have learning or behavioral disabilities but talented and gifted students as well. This will help ensure that children do not get left behind or get bored with the material that is being covered.