

Roadmap:

Differentiating Thematic Units- For The Diversified Needs of Your Students

Outcome (objectives)	Activity/Resources (assignment)	Assessment	Standards	Seat Time Equivalent
Participants will be introduced to each other.	<i>Ice Breaking Activity</i> *Read, complete and post responses to 'self-survey'	* Responses posted in appropriate location		.25hr
Participants will become familiar with posting exchanges and increase interpersonal exchanges.	<i>Interpersonal exchange</i> *Post a response or question to another participants survey	*Participation in the exchange in the discussion forum		.25hr
Participants will become familiar with the task analysis approach to teaching. They will synthesis and make connections with this approach and how it is a useful tool for developing differentiated instruction.	<i>Task Analysis</i> * Read articles in resources. * Reflect on how the concept of a task analysis can be used to differentiate instruction. *Answers to the guide questions should be posted in thread http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/TaskAnalysis.html http://www.potsdam.edu/EDUC/GLC/eisenhower/seeds/taskanalysis.html	*Responses posted in appropriate location	<i>NETS: V Teachers use technology to enhance their productivity and professional practice. (A,D)</i>	1hr
Participants will become familiar with differentiated instruction and recognize it's place in an elementary classroom	<i>Differentiated Instruction</i> *Read article in resources and post answers/responses http://www.cast.org/ncac/Differentiated Instruction2876.cfm * Read lecture on differentiated instruction in resource section and post responses.	*Responses posted in appropriate location *Responses show an understanding of the material as well as an understanding of its usefulness	<i>NETS: V Teachers use technology to enhance their productivity and professional practice. (A,D)</i>	2hrs
Participants will	<i>Practical Uses of Diff. Instruction</i>	*Response		1hr

<p>evaluate usefulness of differentiated instruction in their classroom.</p>	<p>*Review responses to last activity and reflect on own teaching practices. *Post example of this practice either already being used or an idea of how it can be incorporated into your classroom.</p>	<p>posted in appropriate location</p>		
<p>Participants will research the topic of differentiated instruction and prepare a review.</p>	<p><i>Search and Review</i> *Utilize on-line sources to find an article or study on differentiated instruction. *Prepare a review (merits, shortfalls and/or its usefulness) and post to share source with other participants.</p>	<p>*Review posted in appropriate thread (rubric)</p>	<p><i>NETS: V Teachers use technology to enhance their productivity and professional practice. (A,D)</i></p>	<p>2hrs</p>
<p>Participants will read the posted lecture, review the case study presented and complete the assignment.</p>	<p><i>A Final Thought</i> *The assignment is to decide which child (of the 4 described below) will be assigned to each of 4 roles for a cooperative activity</p>	<p>*Post role assignments and explanations from case study in appropriate thread (rubric)</p>	<p><i>ELA: 1 Students will read and write for information. They will use written language to apply and transmit information.</i></p>	<p>1.5hrs</p>
<p>The participants will decide upon a theme and outline for their unit.</p>	<p><i>Unit Theme and Outline</i> *Choose a theme based upon curriculum you do/will teach or are interested in. . *Use a multi/cross-curricular approach to integrate the theme.</p>	<p>*Post theme and outline in appropriate thread (rubric)</p>	<p>.</p>	<p>1hr</p>
<p>Participants will develop lessons for each of the outlined objectives for their unit.</p>	<p><i>Developing Lessons</i> *Develop lessons outlining differentiated activities for students functioning on, above and below grade level.</p>	<p>*Participants will post lessons in appropriate thread.</p>	<p><i>ELA: 1 Students will read and write for information. They will use written language to apply and transmit information. MST: 3 SS: 1, 3, 5 (The specific standards will be determined by the theme and design of the individual units developed)</i></p>	<p>2.5hrs</p>

<p>Participants will become familiar with their small group and using a synchronous activity in the ‘group chat’.</p>	<p><i>Assignment of roles</i> *The small groups will decide on a meeting time and review and assign roles for ‘group chat’ assignment</p>	<p>*Participation in group chat (rubric)</p>		<p>.5hr</p>
<p>Participants will utilize a synchronous activity to decide how their activities, individual lessons and/or units will be evaluated and assessed.</p>	<p><i>Assessments! How, When and Why?</i> *Read assessment article in resource section *In a ‘chat’ discuss different assessments and their necessity for evaluating progress—outline how, when and why assessments are chosen.</p>	<p>*Participation in group discussion and chat (rubric). *Group assessment outcomes posted</p>		<p>1.5hrs</p>
<p>Participants will develop assessments for their unit.</p>	<p><i>Assessments</i> *Utilizing information you’re your group discussion, knowledge of state standards, and district guidelines formalize assessments for your unit.</p>	<p>* Participants will post assessment information in appropriate thread.</p>	<p><i>ELA: 1,3 Students will read and write for critical analysis and evaluation. They will use written language to present their opinions, judgments and perspective on information, ideas and issues.</i></p>	<p>1hr</p>
<p>Participants will formally present their thematic unit.</p>	<p><i>Unit Plan</i> *Coordinate all lessons and assessments into one cohesive unit.</p>	<p>*Participant will post completed unit in appropriate thread.</p>		<p>.5hr</p>
<p>Participant will evaluate course</p>	<p><i>Course Evaluation</i> *Read and respond to course assessment and post in thread</p>	<p>*Completed evaluation</p>		<p>.5hr</p>