



Differentiation of Instruction  
P. Drapeau, USM/LA, EPA 565  
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Name: Kirstin Hanlon  
Grades: 9-12  
Content Area: Life Skills Program, Special Education Department  
Type: Homogenous: some students self-contained, some attend a few mainstream classes

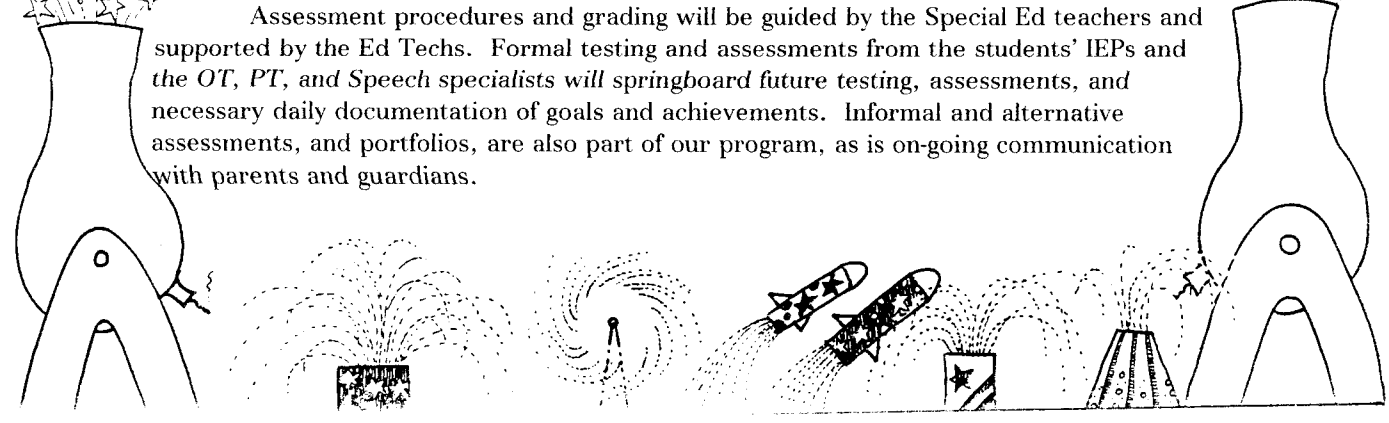
Our Life Skills program is located in a large room that includes a kitchen area. With a population of students with a variety of disabilities, we attempt to provide differentiation as the norm of our curriculum and our lessons. I will venture to say that we 'differentiate the differentiated' in order to reach and teach our students whose wide span of special needs often warrant this approach. Our academic, behavioral, and social plans revolve around the learning standards, students' IEPs, and other specialized goals and plans. Daily living skills, social skills, and career prep are integrated in and around academics. We also support our students' occupational, physical, and speech therapy programs.

On a typical day, we will utilize teacher-directed lessons with whole and small groups, individual instruction/assistance, facilitate their individual and team-driven projects, and assist with mainstream assignments. The purpose of our tiered lessons will move us sequentially through several levels of group or individual ability as well as employ different entry points and moving at one's own pace. Lessons are most often IEP- and ability-driven, with on-going assessments to assist with documentation and progression of goals.

We will manage the academic classes with Ed Techs supporting the teachers and their subject area. During Social Skills and daily living classes, the Ed Techs will teach with the guidance of the Special Ed Department head. All subject areas include many of the following lesson plans: stations, assignment sheets, individualized contracts, teacher-directed lessons, experiments, semi-independent instruction, role-playing, class/team projects, field trips, homework, portfolios, technology, manipulatives, attribute games, etc. While we do use stations, we will (hopefully) use learning centers in the future.

As we manage this system, schedules of the students will be matched with a teacher and/or Ed Tech for supervision and/or assistance. Most of our work will be accomplished in our classroom while also allowing some time for homework, replacing and extending time, study hall, and SSR. Adaptive PE will be held in the gym. English, Math and Social Studies Resource teachers will come to our room to teach. New this year will be a Resource teacher facilitating the Cooking classes. Those who can attend mainstream classes will return for their study halls and Life Skills classes.

Assessment procedures and grading will be guided by the Special Ed teachers and supported by the Ed Techs. Formal testing and assessments from the students' IEPs and the OT, PT, and Speech specialists will springboard future testing, assessments, and necessary daily documentation of goals and achievements. Informal and alternative assessments, and portfolios, are also part of our program, as is on-going communication with parents and guardians.



Name: Kirstin Hanlon

Grade: 9-12

Discipline: Life Skills, Core Subjects, Career Prep, Art

Content/Themes: Adult Daily Living Skills

<u>Critical Content</u>	<u>Themes &amp; Generalizations</u>	<u>Essential Questions</u>
<p>A. Communication</p> <ol style="list-style-type: none"> <li>1. Interpersonal skills</li> <li>2. Workplace/Business</li> <li>3. Written</li> <li>4. Art forms/design</li> <li>5. Technology</li> </ol> <p>B. Culture</p> <ol style="list-style-type: none"> <li>1. Heritage</li> <li>2. Influence</li> <li>3. Diversity</li> <li>4. Locale</li> </ol> <p>C. Health</p> <ol style="list-style-type: none"> <li>1. Lifestyle</li> <li>2. Cooking</li> <li>3. Safety</li> </ol> <p>D. Creativity</p> <ol style="list-style-type: none"> <li>1. Product design</li> <li>2. Business skills</li> </ol> <p>E. Career Prep</p> <ol style="list-style-type: none"> <li>1. Business concepts</li> <li>2. Business skills</li> <li>3. Business etiquette</li> </ol>	<p>Order:</p> <p>Order creates structure. Order may change. Order organizes confusion. Order may be simple or complex. Order helps us understand patterns.</p> <p>Communication:</p> <p>Communication allows for creativity. Communication helps us understand things. Communication helps us get along with others. Communication spreads information and ideas.</p> <p>Adaptation:</p> <p>Adaptation can happen over time or quickly. Adaptation has many forms. Adaptation can cause struggles and solutions. Adaptation can be good or bad. Adaptation can be physical or social.</p> <p>Diversity:</p> <p>Diversity has many forms. Diversity can be found everywhere. Diversity involves struggles and solutions.</p> <p>Change:</p> <p>Change causes change. Change is inevitable. Change can be good or bad. Change may happen fast or over time.</p>	<ol style="list-style-type: none"> <li>1. How does communication influence our lives?</li> <li>2. Is diversity 'the spice of life'?</li> <li>3. Why is a healthy lifestyle important?</li> <li>4. How does health influence business or vice versa?</li> <li>5. Why is creativity important in our lives?</li> </ol>
<p><u>Maine Learning Results:</u></p> <p>Grades 5-8; Secondary</p> <p>Career Prep: A.1-3; 1-4. B. 1-3; 1,3. C. 2<sup>nd</sup>- 1-5. D. 1-5; 1-4.</p> <p>Arts: A.1-7; 4-9. B. 3; 3-5. C. 3-5; 3,7.</p> <p>Science &amp; Tech.: J. 6; 1-4. L.1-6; 2-3,7. M. 1-8; 1-5.</p> <p>English: A. 1-11; 1-3,7-10. B. 2<sup>nd</sup>- 8-11.C. 4-8. D. 1-8; 1-6.</p> <p>Health: A. 2<sup>nd</sup>- 1-5. B.1-2. C.2<sup>nd</sup>- 1-3. D. 3-4; 1-4.E. 2<sup>nd</sup>- 1-7. F. 2<sup>nd</sup>- 2-3.</p> <p>Math: B. Gr. 3-8. F.Elem-2nd. G. 2-3; 2-3.</p> <p>Social Studies: A. 1. History: A. 1-2. B. 2<sup>nd</sup>- 5.B. K- Economics: A. 1-2B. K-2 1. 2<sup>nd</sup>-1-3.</p>	<p><u>Unit Questions</u></p>	<ul style="list-style-type: none"> <li>• What are effective communication skills?</li> <li>• How does culture influence food choices?</li> <li>• How can food, art, and business be related?</li> <li>• How does math affect cooking and business?</li> <li>• How does teamwork benefit us at home, in school, and at work?</li> <li>• How do advertisements catch our eye?</li> <li>• Do your surroundings support diverse people?</li> <li>• What makes a recipe nutritious and appealing?</li> <li>• What does it mean to be a problem-solver?</li> <li>• What attracts you to certain jobs?</li> <li>• What constitutes a responsible worker?</li> <li>• What kind of farms or food businesses are local?</li> </ul>

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Content/Theme: Adult Daily Living Skills

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Learning Objective:

In their study of Effective Communication Skills at home, school, and the workplace, the students will

- Level One Identify interpersonal verbal and non-verbal facial and body language by studying pictures and worksheets, and discussing their knowledge and interpretations of these expressions.
- Level Two Discuss the effects of positive and negative verbal and non-verbal language and expressions between people by role-playing real-life situations.
- Level Three Compare and contrast communication skills from an adult, a peer, and an employer's view in order to show that communication can be good or bad (positive or negative) by acting out each other's role in real-life scenarios.

Learning Objective:

In their study of the Types of communication skills used at a business or workplace, students will

- Level One brainstorm/identify as many positive communication skills as they can by listing ones used between an employer and an employee.
- Level Two explain appropriate communication skills expected at a job of your choice by modeling facial and body language that reflects these skills.
- Level Three elaborate their understanding of proper interpersonal skills and behaviors at a worksite by creating a job description written by an employer for a job of their choice, in order to show that communication skills are useful tools in daily living.

Learning Objective:

In their study of the types of communication forms, students will

- Level One List as many forms (or means) of communication as they can by closely observing the classroom and explaining each one's use as a group.
- Level Two Choose one form of communication in your classroom and demonstrate its usefulness by introducing it as a new invention and promoting its uses as a communication form and tool.
- Level Three Categorize the various forms according to their use and purpose by graphic organizer or chart in order to show that communication (in its various forms) spreads information and ideas.

Learning Objective:

In their study of written communications, students will

- Level One find all of the different types and forms of written communication, after subject introduction, by completing a word search with a word bank.
- Level Two write a business letter asking the Principal if Life Skills can create and sell a cookbook at their school store by following instruction and an outline.
- Level Three illustrate the uses of 5 types of written communication by creating a collage or booklet from printed resources (magazines, etc.) in order to show that communication allows for creativity and spreads information.

Learning Objective:

In their study of Art forms and design as communication, students will

- Level One create a recipe book cover by deciding on a title and its design by drawing it with a pencil, producing a rough draft before the final drawing is transferred to tagboard with a black marker.
- Level Two add creativity to a recipe book cover by drawing a picture of their choice around the title, first using a pencil, then tracing with a black marker.
- Level Three evaluate their recipe book covers by asking themselves if it has artistic appeal and sale-ability, by critiquing each others covers according to a prepared rubric and making revisions, in order to show that communicating with art allows for creativity and spreads information and ideas.

Learning Objective:

In their study of technology and communication, students will

- Level One locate every type of technology (from pencils to copy machines) used for communication in their school by completing a treasure hunt worksheet, then discuss the evolution of these technologies.
- Level Two experiment with effective communication skills by practicing phone use for a variety of communication needs in real-life situations (such as ordering food or calling in an emergency)
- Level Three examine and appraise several educational computer programs or games for their appeal and teaching abilities by practicing on computers, recording their effectiveness as teaching tools on a survey, then compare and contrast in a group discussion, in order to show technology as a tool for communication which helps us to understand things.

Learning Objective:

In their study of culture and their heritage, students will

- Level One learn key words and concepts about culture by using a prepared list and their vocabulary journals to define, draw relative pictures, construct sentences, find antonyms and synonyms, while employing dictionary use.
- Level Two be introduced to a multi-cultural cookbook project and their roles in its production. Each student will locate a recipe from their heritage by researching on a computer or in library books and transferring it to a prepared recipe worksheet. (If heritage unsure, use personal choice.)
- Level Three interview each other by using a prepared survey to investigate their diverse heritages, specific traditions relative to food, and their recipes, then examine their findings by group discussion with positive communication skills in order to show that communication helps us understand others and spread information and ideas.

Learning Objective:

In their study of culture and its influences, students will

- Level One locate their ancestors countries of origin by researching their choice of references (library, computer), display the information by transferring it to a class map, and examine the distances from their present location.
- Level Two examine their cultural recipes and the ingredients in regards to geography by constructing a group chart of the foods grown in, available to, and used

by each cultural group comparing their findings to foods consumed in their present situation and location.

- Level Three write a story or perform a skit by transforming their ancestors' food-related traditions to the present, reflecting their ancestor's influence with present-day foods by composing their story or skit to develop a new tradition in order to show that change and adaptations happen over time.

Learning Objective:

In their study of culture and diversity, students will

- Level One read The Crayon Box That Talked, participate in a prompted discussion of literacy comprehension, and interpret the story's message, by summarizing and retelling the story in their own words.
- Level Two re-enact the story by transferring it into scripts and re-producing them on Computer with teacher direction.
- Level Three revise the story by transforming and adapting the story characters (crayons) into food items, by investigating foods by color, and by developing healthy meals for a day (3) that incorporates as many colors as possible in order to demonstrate that diversity has many forms.

Learning Objective:

In their study of culture and locale, students will

- Level One research restaurants in their local region that serve multi-cultural meals by examining available references (phone books, etc.) and obtaining menus.
- Level Two display their diverse menus at a school-wide observable location by designing a bulletin board that includes menus, correlating pictures and borders.
- Level Three compare and contrast the ingredients of their ancestors' recipes and foods grown in Maine by investigating specific Maine references and transferring the information to reproducible Maine maps in order to demonstrate that order organizes confusion and adaptation can be physical and/or social.

Learning Objective:

In their study of health and lifestyle, students will

- Level One brainstorm and discuss the concept of a healthy lifestyle and define given key terms and concepts by writing in their vocabulary journals, using a computer, or making a collage with captions.
- Level Two examine, organize, and classify the nutritional benefits of foods the students eat in a week by using a food pyramid to label, categorize, and compare their consumption habits and styles.
- Level Three create a model or puzzle of a totally nutritious food by inventing one that is composed of nutritional values listed on food labels and pyramids in order to demonstrate that order creates structure and adaptation includes struggle and solutions.

Learning Objective:

In their study of health and cooking, the students will

- Level One model and practice safe cooking skills by deciding (voting) as a group on a nutritious dessert recipe, producing that product, and offering it in an

- appealing and clean manner to the school's teachers as a fundraiser for Special Olympic activities.
- Level Two transfer their knowledge of nutrition and Maine-grown foods by developing recipes that incorporate these foods into planning 3 main meals for a day.
  - Level Three evaluate the school's menu for nutrition by rating the food items and the processes by which they were prepared and cooked on a prepared survey, interviewing the kitchen staff, and observing the facilities and appliances in order to show that order, change and adaptations can change.

Learning Objective:

In their study of health and safety, students will

- Level One discuss their prior knowledge of healthy foods, poisons, and safety procedures and learn about proper procedures by interpreting community signs and attribute cards, reviewing and practicing basic first aid skills.
- Level Two review the health and safety guidelines in the school's student handbook by reading and discussion, and by acting/modeling as a faculty person choose to explain 2 or 3 of the rules to the class and why they are important.
- Level Three dramatize health and safety issues regarding 'normal' and 'disabled' people, experience having various disabilities, and assess safe, 'enabling' possibilities and procedures by developing a 'diversity day' of experiments in order to show that communication, adaptation and diversity have many forms.

Learning Objective:

In their study of creativity and product design, students will

- Level One participate in a discussion, record notes, and produce a preliminary recipe book cover or story book cover of their choice by inviting the Art teacher for a lecture and hands-on lesson.
- Level Two compare and contrast the artistic appeal and effective use as a communication tool of their previous products with the previously gathered menus by organizing a display and implementing a school-wide survey.
- Level Three interpret the Art appeal, effectiveness, and usefulness of product packages, recipe books, and book covers by integrating the Art teacher's instructions via rubric with the re-assessed re-creation of a recipe book cover in order to show that communication and adaptation involves struggle and solutions.

Learning Objective:

In their study of creativity and business skills, students will

- Level One use their knowledge of health and math to practice their creativity and budgeting skills by participating in a grocery game, money game, or other strategically similar game.
- Level Two submit plans for a Life Skills School Store by completing reproducible business plan worksheets that organize ideas, supplies, and operations.
- Level Three re-configure their room for creativity, flow, and usefulness by acting as employees of an interior designing company hired by the school administration to appraise, develop and implement a new plan according to reality-based job descriptions and business etiquette and planning.

Learning Objective:

In their study of career prep and business types, students will

- Level One identify and later relate what a business may require from its employees by visiting a local business, interviewing the manager, using communication etiquette, and observing its operations.
- Level Two record and examine the types of businesses in the local area by perusing various local newspapers, locating the classified want ads, and categorizing the particular jobs offered by those businesses.
- Level Three report on as many types of businesses in Maine that they can by small group investigative research, cooperatively record their findings and locations on a large map of Maine, then make inferences relating the types of businesses to their locations across Maine in order to show that communication helps us understand things, order uncovers patterns, and adaptation can be physical or social.

Learning Objective:

In their study of career prep and business skills, students will

- Level One practice job search skills by filling in applications, time cards, bank statements, order forms, etc., and holding mock interviews for 1 or 2 jobs they are interested in.
- Level Two integrate their knowledge of career prep and business skills by creating a board game that reflects a sequence of skills helpful or necessary to prepare for working, moving them forward or backward toward landing 'the big job'. (Include silly requirements)
- Level Three forecast future operations (and possible successes) of their school store by adapting their English, Math, and social skills to evaluate, estimate, and refine their store operations, including supplies, schedules, advertising, income/output, personnel and job responsibilities, etc. in order to show that change is inevitable and adaptations involve struggle and solutions.

Learning Objective:

In their study of career prep and business etiquette, students will

- Level One describe how 'not' to act at a job by creating comic strips that depict blundering actions and communications at a work site of their choice, then discuss, or continue the comic strips, relevant to the opposite, more appropriate behaviors of proper business etiquette.
- Level Two demonstrate the use of creativity and communication skills by designing business advertisements for their school store (and handmade multi-cultural cookbook) and following proper business plans to use the ads in school.
- Level Three select a particular 'job' involved in the operation of a service-learning project, their school store, by examining the job's responsibilities, determining their readiness, and planning for follow-through in order to show that order creates structure, and adaptation and diversity involve struggle and solutions, and communication promotes understanding and information and ideas.