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|  | **A.** | **B.** | **C.** | **D.** | **E.** | **F.** | **G.** | **H.** |
| **Row I** | **Discipline Standards: MA Professional Standards for Teachers**  7.08 (2) Standards for All Teachers … (a) Plans Curriculum and Instruction.  1. Draws on content standards … to plan sequential units of study…lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.   1. Identifies appropriate reading materials…for promoting further learning by the full range of students within the classroom. 2. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.   7.08 2 (b) Delivers Effective Instruction. 1. Communicates high standards and expectations…  7.08 (2d) Promotes Equity | **Mission**  Thinking Critically  *…to analyze, synthesize,… evaluate…* | **Course Out-**  **comes**  Students will be able to:  Critically analyze and critique differentiated curriculum units, textbooks and multi-media resources, as well as internet sites in order to make thoughtful, effective, differentiated instructional choices. | **Course Content/Essential Question**  *Review**criteria for well-adapted and differentiated curriculum*  *Question: What are the components of a well-written differentiated curriculum?* | **Level**  *Introductory* | **Process**  *Small grp review of published curriculum units*  *Small grp review of student curriculum units from previous classes* | **Formative Assessment**  *Observation of discussion and report outs* | **Product**  *Using discipline-related criteria for curriculum analysis, students will compare and critique two differentiated curriculum units*  Distribute simple to complex  units to accommodate readiness levels. |
| **Row II (R,I, LS)** |  |  |  | ***Readiness (R):***  *Use real-life and simple to complex well-written and not as well-written examples of curriculum to analyze.*    ***Interests (I):*** *Use examples at grade levels and in areas (eg history) in which students have an interest.* |  | **Learning Styles (LS):** *Use lecture, demonstration and small group analysis of curriculum* |  |  |
| **Row III (UDI)** |  |  |  | ***Principle I***  *Equitable Use* |  | **Principle II**  Flexibility in Use |  |  |

Table ONE:

Partial Curriculum & Instruction (C&I) Organizer

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|  | **A.** | **B.** | **C.** | **D.** | **E.** | **F.** | **G.** | **H.** |

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| **Row I** | **Discipline Standards: MA Professional Standards for Teachers**  7.08 (2) Standards for All Teachers … (a) Plans Curriculum and Instruction.  1. Draws on content standards … to plan sequential units of study…lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.   1. Identifies appropriate reading materials…for promoting further learning by the full range of students... 2. Uses information in (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.   7.08 2 (b) Delivers Effective Instruction. 1. Communicates high standards and expectations…  7.08 (2d) Promotes Equity | **Mis-sion**  Thinking Critically  *…to ana-lyze, synthesize,… evaluate…* | **Course Out-**  **comes**  Students will be able to:  Critical-ly analyze and critique differentiated curriculum units, text-books and multi-media resources, as well as internet sites in order to make thought  ful, effect-tive, differentiated instruct-tional choices. | **Course Content/**  **Essential Question**  *Review**criteria for well-adapted and differentiated curriculum*  *Question: What are the components of a well-written differentiated curriculum?* | **Level**  *Intro-*  *Duct*  *ory* | **Process**  *Small grp review of publish-ed curriculum units*  *Small grp review of student curriculum units from previous classes* | **Forma-tive Assessment**  *Observation of discussion and report outs* | **Product**  *Using discipline-related criteria for curricu-lum analysis, students will compare and critique two differentiated curriculum units*  Distribute simple to complex  units to accommodate readiness levels. |
|  | **A.** | **B.** | **C.** | **D.** | **E.** | **F.** | **G.** | **H.** |
| **Row II (R,I, LS)** |  |  |  | ***Readiness (R):***  *Use real-life and simple to complex well-written and not as well-written examples of curriculum to analyze.*    ***Interests (I):*** *Use examples at grade levels and in areas (eg history) in which students have an interest.* |  | **Learning Styles (LS):** *Use lecture, demonstration and small group analy*  *sis of curricu*  *lum* |  |  |
| **Row III (UDI)** |  |  |  | ***Principle I***  *Equitable Use* |  | **Principle II**  Flexibi  lity in Use |  |  |