DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students
Differentiation based on student:
- Readiness
- Interests
- Preferences:
- Styles
- Intelligences
- Other (e.g., environment, gender, culture)

Need to Know
- Students’ interests and learning preferences to assist in the development of Choice Board options; readiness of students for research process (e.g., experience with oral interviews, taking notes, reading websites and brochures, etc.) to inform grouping for guided instruction during research project

How to Find Out
- Observe students during prior lessons; monitor students as they begin their research and monitor group to provide guided instruction based on needs

Differentiated Instruction Response
- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

CURRICULUM CONNECTIONS

Overall Expectations: Exploration of Opportunities
- Apply their knowledge of school, work and community involvement opportunities to develop a personal learning plan
- Demonstrate an understanding of school and community resources and how these can be utilized to support their learning needs

Specific Expectations:
- Describe how academic studies, volunteer activities, part-time employment, and participation in school activities can contribute to the development and enhancement of employability skills
- Identify school and community resources available to support learning, and explain how they can be accessed
- Explain how individual learning can be enhanced through community-based learning experiences
- Use appropriate communication skills to gather information and request assistance from peers, teachers and/or school and community programs

Learning Goals:
- Describe a school or community organization that supports student learning needs
- Communicate with a contact person to request assistance gathering information
- Explain the benefits of involvement in a particular school or community organization

ASSESSMENT AND EVALUATION

Assessment/Success Criteria
- Knowledge and Understanding
  - Describes the school or community organization
  - Describes the benefits of involvement in a particular school or community organization

  Thinking and Investigation
  - Uses a research process
  - Communicates with a representative from an organization to gain specific information

  Application
  - Makes choices and explains them based on learning needs/preferences

Assessment Tools:
- Checklist
- Rubric (Appendices C and E)

PRIOR LEARNING

Prior to this lesson, students will have:
- Some experience using a process for research (e.g., preparing for research, locating resources, accessing information, summarizing information, communicating results)
- Acquired some self-knowledge (e.g., interests, career interests, learning preferences, learning needs)

MATERIALS AND RESOURCES

Materials:
- Sticky notes
- Appendix A: Community Involvement Investigation Choice Board—one per student
- Appendix B (pp. 1 & 2): Community Involvement Investigation Checklist—one per student
- Appendix C: Community Involvement Investigation Rubric—one per student
- Appendix D: Research/Choice Board Tracker—one per student
- Appendix E: Give and Get Chart and Rubric—one per student

Internet Resources:
- Websites such as: www.helpothers.org

Resources:
DIFFERENTIATED INSTRUCTION TEACHING AND LEARNING EXAMPLES 2009

COMMUNITY INVOLVEMENT INVESTIGATION—Guidance and Career Education

Grade 9 Learning Strategies (GLS10, GLE10): Community Involvement Investigation—Guidance and Career Education

Teaching/Learning Sequence: Grade 9 Learning Strategies (GLS10, GLE10):
Community Involvement Investigation—Guidance and Career Education

MINDS ON

• Establishing a positive learning environment
• Connecting to prior learning and/or experiences
• Setting the context for learning

Ideally, the experiences in the Minds On phase should take place just before or after an assembly workshop on the Community Involvement diploma requirement.

Pairs ➔ Write/Think-Pair-Share

Students:
• Individually make point-form notes, sketch or think about examples of things they have done to help others, something that someone else did to assist them, or an example of someone helping others from a movie or television show
• Share an example with a partner or small group and discuss the benefits for the receiver and the giver
• Select an example to share with the class and summarize the benefits for the receiver and the giver

Lead a class discussion on the 40-hour Community Involvement diploma requirement as an opportunity to help others and to gain personal benefits as well (e.g., volunteering experience, career awareness, awareness of organizations that help the community).

ACTION

Pairs ➔ Brainstorm

Indicate that there are many resources in the school and the community that provide opportunities for volunteers to help others.

Students, in pairs:
• Create a list of school and/or community organizations (one per sticky note) that make use of volunteers to help others. Consider:
  • Parents, neighbours or relatives who help in the community (e.g., Lions’ Club member, hockey coach, Cancer Society canvasser, etc.)
  • Teeny groups (e.g., Girl Guides, Boy Scouts, 4H Club, fundraisers)
  • Opportunities available at the school that provide help and/or volunteer opportunities (e.g., recycling club, leadership and peer support class, GP300, peer tutors, reading buddy, school newspaper)
• Post their sticky notes on a wall/board or record them on a SMART Board

As a class, sort and classify the organizations based on the type of opportunities provided (e.g., leadership, teaching and learning, healthy lifestyle).

Ensure that the list of organizations is comprehensive for the community and school.

Individuals ➔ Guided Research Project

Provide an overview of the task:

Students select and research, based on their interests and needs, a school or community organization with which they may wish to become involved. Students will be required to:
• Find out general information about the organization
• Access additional specific information by contacting a representative of the organization by telephone, e-mail or letter or by meeting with the representative in person
• Explain how their involvement in this organization could help others and how it could benefit them
• Summarize their learning using one of the Community Involvement Investigation Choice Board (Appendix A) options

Discuss the criteria for success for each part of the task, incorporating student suggestions into a research project checklist. As part of the discussion, review the elements of an effective e-mail, letter or telephone call (script): i.e., introduction, purpose, request for specific information, meeting request, thank you. See sample Community Involvement Investigation Checklist (Appendix B). Examine the Community Involvement Investigation Rubric (Appendix C), and, through discussion, clarify each level of achievement.

Students track their progress through the eight steps of the research project using the Research/Choice Board Tracker (Appendix D). Post the eight steps as an Anchor Chart for the class and discuss timelines for each step.

The success of the research project depends on differentiated instruction based on student needs and choices. Throughout the research project, use whole class, small group or individual instruction on various aspects of the research process based on observation of student needs. Group students for the mini-lessons in different ways:
• by readiness (e.g., for independent research), Choice Board choices, or by areas of difficulty or strengths.
• by need, e.g., for the mini-lessons on various aspects of the research process—research process

CONSOLIDATION AND CONNECTION

Individuals ➔ Choice Board

Students summarize their learning by selecting options from the Community Involvement Investigation Choice Board (Appendix A). Based on their learning preferences, students select an activity to complete from each column. (Note: Review summarization as necessary)

Although students create an individual summary of their learning, they may choose to work through the steps of the project individually, with a partner or with a work team to discuss aspects of the project and to check each other’s progress.

Pairs ➔ Peer Assessment

Students:
• Pair and share their products from the first and second column of the Choice Board
• Offer each other feedback based on the Checklist (Appendix B) and their impressions using prompts such as:
  • One thing I notice is…, A question I have is…

Individuals ➔ Two-Minute Oral Presentation

Students:
• Refine their work based on feedback
• Communicate information learned about their organization in a two-minute oral presentation to the class
• Hand in their Choice Board products

Highlight the name of the organization on a SMART Board® wall after it has been presented and indicate the name of the person who did the research.

Individuals ➔ Give and Get

After the presentations, students review their interests, strengths and needs and select one or more organizations at which they would like to volunteer/participate, explaining their choices using the chart from the Give and Get Chart and Rubric (Appendix E). Assess students’ explanations of their choices using the Rubric from the Give and Get Chart and Rubric (Appendix E).

Possible Next Steps

Introduce the concept of longer-term community service or volunteerism by discussing Katimavik. More information on this organization is found at www.katimavik.org. Show Katimavik video and/or include YouTube videos of Katimavik.

Students develop a learning plan to meet their 40-Hour Community Involvement diploma requirement.

CONNECTIONS

L: Library
MW: Mathematical Library
AFL: Assessed/Reported Learning