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| **Grade Level Subject**  **Or**  **Course** | **Differentiation** | | | | |
| **Special Education** | **504** | **Gifted and Talented** | **ELL** | **Students at Risk** |
| 6-8 Social Studies | * Differentiated readings or images for students * Allow different levels of readings on historical topics * Provide choice for students regarding primary sources and secondary sources for reading * For DBQs and essays involving historical documents provide sentence starters, cues, prompts, and extra practice time | * Group students together by ability level to complete examples * Provide additional time and materials to access readings * Pair students heterogeneously when practicing newly introduced vocabulary and homogeneously when practicing previously acquired vocabulary * Evaluate prior content learning from different grade levels and adjust student’s individual learning | * Provide enriching vocabulary for fast finishers * Extend history learning opportunities through after school clubs such as History Clubs * Provide independent learning opportunities for students throughout the courses * Expanded perspective based writing activities * Provide different level primary source readings | * Denote key ideas and vocabulary such as highlighting or underlining * Limit the number of items on tests or homework * Explain concepts in simple language * Rephrase all directions and content * Make connections for ELL home spoken language with vocabulary * Have students verbally restate and reword directions for activities | * Work in pairs to practice vocabulary and generate cognates for vocabulary * Students will be asked more concrete historical questions and can complete graphic organizers for DBQ essays * Students will be able to provide alternative versions of historical essays, such as completed audio podcasts or video recordings of themselves |