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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* For DBQs and essays involving historical documents provide sentence starters, cues, prompts, and extra practice time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
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