

Differentiated Instruction Teaching/Learning Examples

	Growth and Development / Making healthy choices Duration: 3x 50 minute periods
1	Non linguistic representations (graphs)
2	Cubing
3	Co-operative Learning
4	Summarizing
5	
6	

*Marzano's Categories of Instructional Strategies (See Resources below.)

**Differentiated Instruction Structure



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’ comfort level, religious background, family beliefs	
How to Find Out Letter home, student profile	
Differentiated Instruction Response ☐ Learning materials (content) ☐ Ways of learning (process) ☒ Ways of demonstrating learning (product) ☐ Learning environment	
Curriculum Connections	
Overall Expectation(s): - Healthy Living OE C3 - Mathematics: apply a variety of data management tools and strategies to make convincing arguments about data	
Specific Expectation(s): - Growth and Development 1998 SE 4 - Mathematics: make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs (Sample problem: Use data to make a convincing argument that the environment is becoming increasingly polluted.);	
Learning Goal(s): (Big Idea) Make appropriate healthy decisions	
Assessment and Evaluation	
Assessment/Success Criteria <i>Achievement Chart Category</i> Should be created in collaboration in students prior to beginning the lesson	Assessment Tools (i.e., rubric, checkbric, rating scale, anecdotal comments, marking scheme): Rubric
Prior Learning	
Prior to this lesson, students will have: - Explored the IDEAL decision making model (go to website www.worksheetworks.com for printing purposes) - Discussed what age appropriate decisions might look like - Discussed what constitutes a healthy relationship	
Materials and Resources	
Materials: Thompson Educational ‘Healthy Active Living’ Student activity handbook 9 Page 84, page 67, 68 Simcoe Muskoka Health Unit Birth Control Resource Kit for Teachers *will be available for download in future Simcoe Muskoka District Health Unit –Sexual Health Program Relationship Quiz http://www.simcoemuskokahealth.org/Topics/SexualHealth/HealthySexuality/Teens/RelationshipQuiz.aspx	
Internet Resources: http://www.simcoemuskokahealthstats.org/Home.aspx http://www.peelregion.ca/health/talk-to-me/download/lesson-plans/lesson4-pdf/lesson4a.pdf http://hpe.ophea.net/ http://www.worksheetworks.com/miscellanea/graphic-organizers/decision.html	
Resources: Simcoe Muskoka Health Unit Birth Control Resource Kit for Teachers Thompson Educational ‘Healthy Active Living’ Student activity handbook 9	



Subject/Course Code/Title/Curriculum Policy	
Minds On - Establishing a positive learning environment - Connecting to prior learning and/or experiences - Setting the context for learning	Connections L: Literacy Oral, Reading ML: Mathematical Literacy AfL, AoL: Assessment for/of Learning
Groups of 4 ⇒ Leaving Things to Chance (10 minutes tops) ML - Probability dice game : Each group gets dice, each number on the die represents a different sexual health situation (e.g. specific STI, Pregnancy, Safe this time, Break-up, Partner Pressure, Abuse) - Cubing: each student rolls the dice 10 times - Different member of group records the results on a t-chart - Tabulate results and share with whole class as a percentage	--+
Action - Introducing new learning or extending/reinforcing prior learning - Providing opportunities for practice and application of learning (guided > independent)	
Groups of 4 Activity ⇒ 2 x 50 min Groups will be given one topic to research (STI, Pregnancy, Safe this time, Break-up, Partner Pressure, Abuse) Students will review and analyze data collected by a region such as Simcoe Muskoka and Peel Region (preferably Simcoe Muskoka to keep it meaningful and real). Teacher can assign internet research or print available data prior to lesson. Students will organize the information and use critical thinking processes to communicate their results (in oral, visual or written format)	AfL: Strategy/Assessment Tool
Consolidation and Connection - Helping students demonstrate what they have learned - Providing opportunities for consolidation and reflection	
Groups of 5 ⇒ 1 x 50 min Present their findings to whole class or at specified time to teacher using scenarios, Power Point presentation, backboard presentation, written mathematical report, oral report. Debrief: in real life these situations do not have to be left to chance. How can we use effective decision making to prevent unwanted situations?	AfL: Strategy/Assessment Tool Rubric (attached and can be amended)

