

Differentiated Instruction: Jewish Holidays and History EDUC 569

Fall 2010 Nov.8 – Dec. 10
1 credit Online

Faculty Contact Information:

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Description:

This module examines Differentiated Instruction, a way of thinking about teaching and learning that helps teachers manage an inclusive classroom in Jewish schools. Students will learn a variety of strategies for the Judaic curriculum that addresses the needs of all students, especially those with special needs. Students will create a differentiated unit to be used in their school as a model for creating additional units over time. (If you teach general studies in a day school, or a different Judaic area, please email me so we can tailor this content to your needs.)

Learning Objectives:

Participants will

- describe the role of Differentiated Instruction in creating inclusive classrooms in Jewish schools (day, supplemental, and preschools)
- examine the essential elements of Differentiated Instruction and determine instructional strategies so *all* students can achieve success
- create a unit that includes the essential components of Differentiated Instruction

Readings:

All readings for the module will be available online. In addition, the bibliography lists books that may be of interest to you and/or your school. (Note these are not required for completion of this module.)

Dates, Topics and Assignments:

Unit 1 Nov. 8 – 14	<ul style="list-style-type: none"> • Self introductions • DI as part of the context of education (general and special) and learning theories • Multiple Intelligences • Brain Based Learning • Understanding by Design 	Select a topic for creating the unit for your class, stating the enduring understandings.
Unit 2 Nov. 15 – 21	Appreciating the variety of learners in the classroom	Chart – learners profile, interests, readiness level and how you will provide for their needs
Unit 3 Nov. 22 – 28 Happy Thanksgiving	Differentiating the content of the curriculum	List the ways the content of the unit will be differentiated
Unit 4 Nov. 29 – Dec. 5	Differentiating the process (learning activities) Managing the classroom (e.g., learning centers, contracts,	List the variety of learning activities that will be implemented in the unit
Unit 5 Dec. 6 – 10	Differentiating the products	List the ways students will be evaluated for

		their learning
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Grading:

Differentiated Unit	60%
Online discussion board	20%
Online Reflective Journal	20%

Bibliography:

Heacox, D. (2001). *Differentiated instruction in the regular classroom: How to reach and teach all learners, grades 3-12.* Minneapolis, MN: Free Spirit

Heacox, D. (2009). *Making differentiated instruction a habit: How to ensure success in academically diverse classrooms.* Minneapolis, MN: Free Spirit

Miller-Jacobs, S. Creating inclusive classrooms with differentiated instruction. In Simon, S., Forrest, L, and Fishman, E.,(Eds.) (2008) *V'Khol Banayikh: Jewish education for all.* Los Angeles, CA: Torah Aura, p. 213-217.

Miller-Jacobs, S. "What's the Buzz about Differentiated Instruction?" *Jewish Education Leadership*, Fall 2006.

Sousa, D. A. (2006). *How the special needs brain learns.* Corwin Press.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners.* Boston, MA: Prentice Hall.

Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting contents and kids.* Alexandria, VA: ASCD.