There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation.

Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label, instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student. Examples are provided for both elementary and secondary levels.
A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student’s needs.

1. Identify the student’s individual educational goals and objectives to be emphasized during general education activities

2. Articulate the expectations for the student’s performance in general education activities

3. **Determine what to teach**
   As a team, determine the content of the general education activity, theme or unit study

4. **Determine how to teach**
   As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

5. **Select of design appropriate adaptations**

6. If the above adaptation strategies are not effective, design an alternative activity

7. Evaluate effectiveness of adaptations
A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student’s participation be increased by changing the instructional arrangement?
   - From traditional arrangements to:
     • Cooperative groups
     • Small groups
     • Peer partners
     • Peer or cross-age tutors
3. Can the student’s participation be increased by changing the lesson format?
   • Interdisciplinary/thematic units
   • Activity-based lessons, games, simulations, role-plays
   • Group investigation or discovery learning
   • Experiential lessons
   • Community-referenced lessons
4. Can the student’s participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   • Adjust performance standards
   • Adjust pacing
   • Same content but less complex
   • Similar content with functional/direct applications
   • Adjust the evaluation criteria or system (grading)
   • Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?
   • Environmental/physical arrangements
Examine the Materials for Learning

7. Will different materials be needed to ensure participation?
   • Social rules
   • Lesson location
   • Same content but variation in size, number, format
   • Additional or different materials/devices
   • Materials that allow a different mode of input
   • Materials that allow a different mode of output
   • Materials that reduce the level of abstraction of information

Examine the Support Structure

8. Will personal assistance be needed to ensure participation?
   • From peers or the general education instructor?
   • From the support facilitator’?
   • From therapists’?
   • From paraprofessionals?
   • From others?

Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?
   • In the classroom
   • In other general education environments
   • In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student’s needs as identified on an IEP.

a. **Curriculum as is.** This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

b. **Different objective within the same activity and curriculum.** The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include:

- A student with a short attention span staying on task for 5 minutes.
- Using a switch to act as a communication device to share during a class discussion.
- Expressing one’s thoughts by drawing in a journal instead of writing.
- Holding a book during reading time.
- Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.

c. **Material or environmental adaptations.** The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

- 5 spelling words from the weekly list instead of the standard 20.
- Completing a cooking assignment by following picture directions rather than written directions.
- Changing the grouping of the class from large group to small groups (possible with the additional support staff).
- Changing the instructional delivery from lecture to the cooperative learning format.
- Using a computer to write an assignment instead of paper and pencil.
- Reading a test to a student.
- Highlighting the important concepts in a textbook.
- Having the student listen to a taped textbook.
- Using enlarged print.
- Using an assistive technology device.
- Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
- Using a note taking guide listing the key concepts during a lecture.
d. Providing Physical assistance. Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student’s life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations.

Examples include:

- Starting a computer for an student with an IEP to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder
- Pushing a student in a wheelchair to the next activity.

Move in this direction only when necessary

---

e. Alternative/substitute curriculum. This is sometimes referred to as functional curriculum as it usually involves the acquisition of “life skills.” The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom.

Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.
- Doing laundry for the athletic department
- Learning cooking/grooming skills at the home.

Overlap does occur among the five types of curriculum adaptations.
### Nine Types of Adaptions

<table>
<thead>
<tr>
<th><strong>Input</strong></th>
<th><strong>Output</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner.</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing.</td>
</tr>
<tr>
<td><em>For example:</em></td>
<td><em>For example:</em></td>
<td><em>For example:</em></td>
</tr>
<tr>
<td>Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</td>
<td>Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.</td>
<td>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Difficulty</strong></th>
<th><strong>Level of Support</strong></th>
<th><strong>Size</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or compete.</td>
</tr>
<tr>
<td><em>For example:</em></td>
<td><em>For example:</em></td>
<td><em>For example:</em></td>
</tr>
<tr>
<td>Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.</td>
<td>Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</td>
<td>Reduce the number of social studies terms a learner must learn at any one time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degree of Participation</strong></th>
<th><strong>Alternate Goals</strong></th>
<th><strong>Substitute Curriculum</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
</tr>
<tr>
<td><em>For example:</em></td>
<td><em>For example:</em></td>
<td><em>For example:</em></td>
</tr>
<tr>
<td>In geography, have a student hold the globe, while others point out the locations.</td>
<td>In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.</td>
<td>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
</tr>
</tbody>
</table>

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Adaptations

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
   reading    math    science    social studies    writing    music    health    P.E.    art
   Grade Level: ........................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   ........................................................................................................................................................................
   ........................................................................................................................................................................

4. Briefly identify the instructional plan for most learners: As teacher, I will ..............................................
   ........................................................................................................................................................................
   ........................................................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ........................................................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
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<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty</td>
<td>Level of Support</td>
<td>Size</td>
</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
SAMPLE FORM

Creating Ways to Adapt Familiar Lessons - Elementary

1. Select the subject area (and grade level) to be taught:
- reading
- math
- science
- social studies
- writing
- music
- health
- P.E.
- art

Grade Level: ....4..................

2. Select the lesson topic to be taught (on one day): Vocabulary comprehension

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know the meaning of new vocabulary works from their story.

4. Briefly identify the instructional plan for most learners: As teacher, I will ask students to complete a matching activity in which they match words and definitions on paper. The students will also choose one word and write a sentence using the word on the bottom of their paper.

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: Kim

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place students in cooperative groups and divide the task between group members. Each member teaches their vocabulary work to team members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow the student to record all or part of the assignment on tape.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to complete the assignment at home and return it the next day.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select different vocabulary words for the student to learn; words that are less difficult or in some cases more difficult.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a classmate, peer tutor or teaching assistant to assist in completing the assignment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select fewer (or more) words for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to check classmates’ definitions against as answer key.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the goal as being to write the words only, or being able to pronounce the words, or just listening to the words and definitions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a different story for the student to read and identify one or several words the learner needs to know.</td>
</tr>
</tbody>
</table>

Center for School & Community Integration, Institute for the Study of Developmental Disabilities, Indiana University, Bloomington, IN
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   math    science    history    literature    business    P.E.    fine arts    health
   Grade Level: .....................

2. Select the lesson topic to be taught (on one day):

3. Briefly identify the curricular goal for most learners: By the end of this class, most students will know
   ...........................................................................................................................................................................
   ...........................................................................................................................................................................

4. Briefly identify the instructional plan for most learners: As teacher, I will ..............................................
   ...........................................................................................................................................................................
   ...........................................................................................................................................................................

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan:
   ...........................................................................................................................................................................

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what
   or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>Degree of Participation</td>
<td>Alternate Goal</td>
<td>Substitute Curriculum</td>
</tr>
</tbody>
</table>
Creating Ways to Adapt Familiar Lessons - Secondary

1. Select the subject area (and grade level) to be taught:
   - math    science    history    literature    business    P.E.    fine arts    health
   Grade Level: ................................

2. Select the lesson topic to be taught (on one day): **Concept comprehension**

3. Briefly identify the *curricular* goal for most learners: **By the end of this class, most students will be able to define and explain the relevance of five concepts from their text chapter.**

4. Briefly identify the *instructional* plan for most learners: **As teacher, I will ask the students to read the chapter, identify five key concepts and write a short paragraph describing each concept they have chosen.**

5. Identify the name(s) of the learner(s) who will need adaptations in the curriculum or instructional plan: John

6. Now use “Nine Types of Adaptations” as a means of thinking about some of the ways you could adapt what or how you teach to accommodate this learner in the classroom for this lesson.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a review of the chapter prior to having the student complete the written work.</td>
<td>Allow the student to use a tape recorder to dictate the assignment instead of having to write the answers.</td>
<td>Allow the student an extra day to complete the task either in study hall or at home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the key concepts for the student but keep the remainder of the assignment the same.</td>
<td>Place the students in cooperative groups to complete this assignment. Group members can assist the student with reading or writing.</td>
<td>Select fewer or more concepts for the student to learn, but leave the assignment the same as for other students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree of Participation</th>
<th>Alternate Goal</th>
<th>Substitute Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the student to pick out related books from the library that will provide supplementary information for classmates.</td>
<td>Set the goal as being to write the key concept words only, or being able to pronounce the words, or just listening to the words and descriptions.</td>
<td>During this lesson the student can work on keyboarding skills in the computer lab.</td>
</tr>
</tbody>
</table>
# Thematic Lesson Plan

**School Name** | **Class** | **Unit** | **Room**
---|---|---|---

**Student Name:**  
**Age:**  
**Grade:**  
**Parent/Guardian:**  
**Classroom Teacher:**  
**Inclusion Support Teacher:**  
**Phone:**  

**Major standards, objectives and expectations for the unit**

**Materials, books, media, worksheets, software, etc.**  
**Items requiring accommodations and/or modifications**

**Instructional arrangements. Time and opportunities for large group, small group, coop group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain**  
**Items requiring accommodations and/or modifications**

**Projects, supplemental activities, and homework**  
**Items requiring accommodations and/or modifications**

**Assessments(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**  
**Items requiring accommodations and/or modifications**
### Thematic Lesson Plan

**School Name:** Palm View Elementary  
**Class:** Social Studies  
**Unit:** More Alike Than Different

**Student Name:** Corey Santos  
**Age:** 8  
**Grade:** 2  
**Parent/Guardian:** Ms. Anita Santos  
**Phone:** 555-5432  
**Classroom Teacher:** Mr. Sean Garrett  
**Inclusion Support Teacher:** Ms. Tanjela Hunter

**Room:** 21

**Major standards, objectives and expectations for the unit:**
1. Understand why personal and civic responsibility are important.
2. Understand the cultural traditions and contributions of various societies and groups.
3. Display appreciation of diversity in our society, including cultural, gender, and ability.

**Materials, books, media, worksheets, software, etc.**
1. Children’s books on topic
2. “Chocolates” posterboard (Activities for a Diverse Classroom)
3. Family interview questions
4. Slides and overheads

**Items requiring accommodations and/or modifications**
1. Some books on tape
2. Highlighted posterboard
3. Fewer questions - done on audio tape

**Instructional arrangements, time and opportunities for large group, small group, co-op group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:**
1. Large group for read aloud
2. Interactive lessons using various media
3. Cooperative groups to complete Hyperstudio project
4. Small group for chocolate activity

**Items requiring accommodations and/or modifications**
2. Modify if necessary
3. Paraprofessional assistance with computer

**Projects, supplemental activities, and homework**
1. “Box of Chocolates” activity (Activities for a Diverse Classroom)
2. HyperStudio group project: Are we More Alike Than Different?
3. Homework - family interview

**Items requiring accommodations and/or modifications**
1. Highlight posterboard of key points
2. Select task items at student’s instructional level
3. Provide word bank or magazine pictures

**Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.**
1. Completion of group activities
2. Rubric for Hyperstudio presentation
3. Family interview

**Items requiring accommodations and/or modifications**
1. Assess on use of language
2. Modify rubric

---

PEAK Parent Center, Inc. 1999
# Thematic Lesson Plan

## School Name
Palm View Elementary

## Class
Language Arts

## Unit
One Book, Two Book, Red Book, Blue Book: Author Study of Dr. Seuss

## Student Name
Corey Santos

**Age:** 8

**Grade:** 2

**Parent/Guardian:** Ms. Anita Santos   **Phone:** 555-5432

**Classroom Teacher:** Mr. Sean Garrett

**Inclusion Support Teacher:** Ms. Tangela Hunter

## Room
21

## Major standards, objectives and expectations for the unit
1. Increase comprehension by rereading, retelling, and discussion.
2. Determine the main idea in nonprint communication.
3. Write, question, and make observations about familiar topics, stories, and new experiences.
4. Recognize personal preferences in literature.

## Materials, books, media, worksheets, software, etc.
1. Dr. Seuss books;
2. Formatted reflective journal;
3. Summary sheet to be completed on each book;
4. Family response journal (homework);
5. Video versions of Dr. Seuss books;
6. Computer - Clarisworks program;
7. Biographical source materials

## Items requiring accommodations and/or modifications
1. Pictures available for use in journal
2. Picture vocabulary writing program
3. Taped readings of source materials

## Instructional arrangements, time and opportunities for large group, small group, cooperative group, learning centers, individual activities, non-classroom instruction
Does it change day to day? Explain:
1. Large group for K-W-L chart; 2. Large group read aloud;
3. Read-write-pair-share; 4. Individual journal writing;
5. Partner research in media center; 6. Concept web of themes; 7. Small group editing

## Items requiring accommodations and/or modifications
1. Preview for prior knowledge
2. Picture schedule of activity
3. Design with sentence stems
4. Create list of materials to locate
5. Pictures for web
6. Picture checklist of process

## Projects, supplemental activities, and homework
1. Read 2 books-parent and child write in response journal (homework);
2. Choose 4 books from list (one must be a video), analyze for common themes;
3. Analyze for a kindergartner, then read aloud to him or her

## Items requiring accommodations and/or modifications
1. Parent tips for activity
2. Assistance in selecting books

## Assessment(s) and final products. Summarize actual student performance (attach examples as appropriate) on the reverse.
1. Reflective journal entries
2. Author project rubric of presentation
3. Self-assessment of Kindergarten reading
4. Portfolio selection

## Items requiring accommodations and/or modifications
1. Reduce rubric to focus on thematic analysis
2. Use pictures to support self-assessment
**Academic Unit Lesson Plan**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Class</th>
<th>Unit</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
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<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Phone:</td>
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<tr>
<td>Advocate Teacher:</td>
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<tr>
<td>Classroom Teacher:</td>
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</tr>
</tbody>
</table>

**Major standards, objectives and expectations for the unit**

**Materials, books, media, worksheets, software, etc.**

**Instructional arrangements.** Time and opportunities for large group, small group, small group, learning centers, individual activities, non-classroom instruction. Does it change day to day? Explain:

**Projects, supplemental activities, and homework**

**Assessment(s) and final products.** Summarize actual student performance (attach examples as appropriate) on the reverse:

**Items requiring adaptations and/or modifications**

PEAK Parent Center, Inc. 1999
# Academic Unit Lesson Plan

## Example for student Kelley Glass

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Biology</td>
</tr>
<tr>
<td>Unit:</td>
<td>The Cell</td>
</tr>
</tbody>
</table>

### Student Information
- **Name:** Kelley Glass
- **Age:** 15
- **Grade:** 10
- **Parent/Guardian:** Ms. Rebecca Glass, Phone: 555-1212
- **Advocate Teacher:** Mr. David Porter
- **Classroom Teacher:** Ms. Juanita Fouché

### Class Schedule
- **Block 1:** Math, Room 122
- **Block 2:** English, Room 147
- **Block 3:** Biology, Room 160
- **Block 4:** World Geography, Room 150
- **Block 5:** 3-D Art, Room 17

### Major Standards, Objectives, and Expectations for the Unit
1. Students will understand the structure and function of the cell.
2. Students will identify the parts of the cell.
3. Students will identify how cells are organized in multi-cellular organisms.

1. **Book:** Modern Biology
2. Educational videotapes related to chapter contents
3. Art supplies for cell projects
4. Chapter worksheets
5. Primary source: Science magazine article on the cell
6. Local biology professor to discuss current research on cells

### Instructional Arrangements: Time and Opportunities for Large Group, Small Group, Co-op Group, Learning Centers, Individual Activities, Non-Classroom Instruction. Does it change day to day? Explain
1. Large group instruction with overheads to introduce the cell
2. Small groups to complete labs, worksheets, mind maps, and chapter review
3. Two cell labs will be completed in partners (onion skin & Jell-O)
4. Individual time to complete illustrated vocabulary

### Projects, Supplemental Activities, and Homework
1. **Homework:** Complete vocabulary, bring in Jell-O cell model
2. "Design a cell" and "Parts of the cell" group projects & presentations
3. Write-up for each completed lab with illustrations

### Assessments and Final Products
- **Summarize actual student performance (attachment examples as appropriate) on the reverse.
1. Add illustrated vocabulary words to class portfolio
2. Culminating activity: "Design a cell" and "Parts of the cell" projects
3. Chapter test

### Items requiring adaptations and/or modifications
1. Order textbook from publisher on cassette.
2. Modify worksheets to emphasize key points of chapters.
3. Record science magazine article on audio tape.
4. Copy of teacher's overhead transparencies given to student.
5. Peer takes notes and highlights key points; student types on to computer for both.
6. Use of "Read, write, pair, share" strategy (see description on page 12) as chapter review.

### Items requiring adaptations and/or modifications
1. Magazine pictures to illustrate the meaning of vocabulary words
2. Lab write-up sheet completed with peer using computer graphics & illustrations to supplement write-up
3. Chapter test read orally with additional time given, reducing the number of options for multiple choice questions to focus on major concepts, and providing options for short answer questions.
**SAMPLE FORM**

### Academic Unit Lesson Plan

**School Name:** Central  
**Class:** Sophomore  
**Subject:** English  
**Unit:** Of Mice and Men

| Student Name | Kelley Glass  
| Grade | 10  
| Parent/Guardian | Ms. Rebecca Glass  
| Advocate Teacher | Mr. David Porter  
| Classroom Teacher | Mr. Sam Moore

**Class Schedule:**  
- Block 1: Math  
- Block 2: English  
- Block 3: Biology  
- Block 4: World Geography  
- Block 5: 3-D Art

**Room:**  
1. At the beginning of the lesson, students will discuss the meaning of the word "of" in the context of the novel.  
2. Students will work in pairs to complete a worksheet on the novel's characters.  
3. Students will engage in a class discussion on the themes of the novel.

**Materials:**  
1. A copy of the short story "The Circuit" by Francisco Jimenez  
2. A copy of the novel Of Mice and Men by John Steinbeck  
3. Worksheets for each of the six chapters  
4. Video of the book Of Mice and Men  
5. Video camera  
6. "I Am" poem to use with "The Circuit"  
7. "Open Mind" worksheet (see activity under Projects)  
8. Circle of friends worksheet (see activity under Projects)

**Items requiring adaptations and/or modifications:**  
1. Audiotape recorder of the short story "The Circuit"  
2. Audiotape recorder of the novel Of Mice and Men  
3. Reformat chapter summary worksheets and comprehension questions using outlines, pictures, or yes/no format

**Instructional arrangements:**  
1. Large group instruction for introduction of the time period, Steinbeck, the Depression and migrant farm workers; use of opening question in Socratic dialogue format: Am I my brother's keeper?  
2. Small groups for "I Am" poem for "The Circuit"  
3. Students pairs to complete worksheets  
4. Large group presentation for trial for George (with every student having a part in the trial)

**Projects, supplemental activities, and homework:**  
1. Class complete chapter worksheets  
2. "I Am" poem on short story "The Circuit" Students complete outline of poem format that includes descriptive phrases, parallel structure within lines, and constructive thinking  
3. Simulated trial of George for killing Lennie  
4. Homework: Rehearse roles in trial, some reading of novel at home  
5. Illustration of vocabulary words  
6. "Open Mind" activity students fill in thoughts from the perspective of specified characters  
7. Circle of friends activity: students complete circular diagram to identify their relationships with family and friends; students complete similar diagram for Lennie's character (from Of Mice and Men)

**Assessments and final products:**  
1. Trial presentation/videotaped  
2. Objective test  
3. Evaluative essay

**Items requiring adaptations and/or modifications:**  
1. Reformatted worksheets completed on the computer with the peer tutor  
2. More options for responses for completing poem (3 choices for each line of the poem)  
3. Listen to audiotape and use family members read book  
4. Rehearse part in play with picture cue cards  
5. Word bank to use for completing "Open Mind" activity

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