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| Name: Molly Niedens | Content Area: Science | Grade: 8 |
| Differentiation Strategy: Learning Contract  A learning contract is a clear, set-upon agreement between the teacher and student. The teacher allows the student to have certain freedoms regarding choices and student task completion timeline. The purpose of the contract is that student agrees to use freedoms appropriately in completing work according to specifications. This gives both the student and teacher a written format of expectations to be followed and consequences for violation of contract.  In my classroom, I will be using a learning contract before major assignments. I am using the learning contract as a way to make students responsible for their own assignments and keep them accountable. I believe students will be more intrinsically motivated and complete their assignments on time if they are the ones creating their learning process. | | |
| Purpose/Focus of Lesson (the “big” idea): The purpose of the learning contract in this lesson is for students to tell me which assignments they have selected, their action plan and timeline for completion, and consequences for violating their contract. | | |
| Instruction Grouping:  Individual  Whole Group  Small Group  Peer Partners  Homogeneous  Heterogeneous | What will be differentiated:  Content  Process  Product | Learner Elements Involved: Readiness  Interest  Learning Profile |
| As a result of this lesson what you hope your students will:  Students will Know: guidelines and expectations for MENU Assignment.  Students will Understand: consequences if he or she violates contract.  Students will be able to: express ideas and opinions to promote self-reliance and self-independence through Wonderful Winter Wrap-Up Assignment. | | |
| Pre-assessment: There is no pre-assessment for learning contract. Based on readiness, some student contracts will need to be more specific, and have a different time span of independence. | | |
| Resources/References:   * Carol Ann Tomlinson *How to Differentiate Instruction in a Mixed-Ability Classroom* Page 106 | | |

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