The Resource Program Design & Implementation Summer Learning Institute

The Instructional Role of the Resource Program Teacher
"From Rules to Reality"

Lois Vaughan-Hussain, Ed.S
Special Education Consultant
Wayne County RESA

Our Journey…

- ✓ Introductions
- ✓ Define Our Intent
- ✓ Considerations for balancing Compliance and Specially-Designed Instruction: "From Rules to a Reality Check"
- ✓ Overview of the Resource Program Guidance
- ✓ Share our Professional Development Design
- ✓ Explore the Framework

Who are we?

Introductions

Who's Cynthia Greene

- An educator for 32 years in the field of Special Education
- Presently a Teacher Consultant for Detroit Public Schools Community District
- She attended Eastern Michigan University where she earned a Bachelor's of Science Degree in Cognitive Impairments and a Masters of Arts Degree in Learning Disabilities
- Over the course of her career, Cynthia has taught in a variety of educational settings
- She has taught first, second and third grade at a small private school, she was a substitute teacher in a center – based school for adults and she has taught history/driver's education at a Middle School in Saginaw, Michigan. Most of her teaching career has been with the Detroit Public Schools where she has taught in he categorical classroom setting with Cognitively Impaired students at the elementary and middle school levels as well as Elementary students in the Resource Program.

Cynthia's quiet presence is a strong force that exemplifies effective leadership. Through her dedication and hard work, she paves the road to success for struggling students.

Who's Sarah Crawford

- Elementary Resource Room teacher (14 years)
- Co-taught Mathematics & self contained ELA, Hamtramck High School (3 years)
- HFT Vice-President (2 years)

"I am passionate about my students, curriculum development & data driven instruction. I specialize in both reading intervention, MTSS, and co-taught mathematics instruction. I am constantly pushing myself to learn more about and improve my student's academic progress".

Who's Shekenia Mann

- 16 Years of Experience
- Presently - Assistive Technology Consultant with Wayne ATRC
- Previously-
  - School Social Worker
  - Special Education Resource Program Teacher
  - General Education Teacher (Middle School ELA)
- **Shekenia promotes the creation of positive learning environments through UDL for students enabling teachers to inspire young minds to be free and global thinkers.**

Who's Jeremy Nowak?

Years of service - 9 years

Current District - Tipton Academy

Current Position – Special Education Resource Room Teacher 5-8 grade & Special Education Program Coordinator

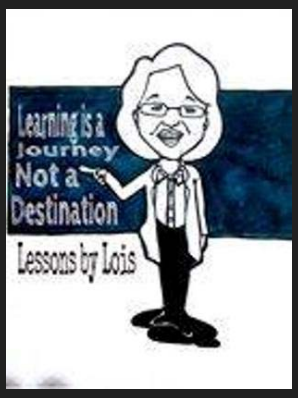
Previously taught - Cambridge Alternative Education High School program, Garden City 9-12 ELA (literature, composition) 10-12 grade media production, public speaking and business English.

"I have a strong passion for teaching and have always naturally gravitated toward struggling and underachieving students. I believe all students can learn and become productive leaders of tomorrow. I strive be to a positive and caring mentor to students, and provide a safe, open environment for students to learn and grow".

Who's Lois?

28 years in special education (22 years in Detroit Public)

- Special Education Consultant for Wayne County RESA
- Supervisor for Secondary Programs & Transition Services
- Supervisor for POHI & VI Programs
- IEP compliance Specialist
- Department Head For Special Education
- Resource Program Teacher (Students w/ All eligibilities)
- Self-Contained Teacher (Students w/ SLD, EI, & CI)
- General Education Social Studies Teacher



✓Defining Our Intent

Our professional learning offering is designed to enable resource program teachers to identify and implement research-based instructional approaches, strategies, and innovative teaching techniques that can be used to improve the instructional process and academic outcomes of students with disabilities.

Revisiting Our Purpose

"Teachers Teach!"

We Teach Teachers…"Why" SDI?

Our Instructional Role Defined by IDEA

§300.39 Special education

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) defines special education as "**specially designed instruction**, at no cost to parents, to meet the unique needs of a child with a disability…

IDEA define specially designed instruction as "adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children."

We Teach Teachers…"Why" SDI?

Our Instructional Role Defined by MARSE

R 340.1701c Definitions…

…specially designed instruction, at no cost to the parents, to meet the unique educational needs of the student with a disability and to develop the student's maximum potential.

R 340.1749ab Elementary and Secondary Resource Programs.

…(a) Provide direct instruction to students on the resource teacher's caseload and may assign grades or other evaluative measures for this instruction. (b) Provide support to the general education classroom teachers to whom special education students on the resource teacher's caseload have been assigned. Time shall be allocated to the resource teacher to carry out this responsibility. (3) … resource program teacher may provide supplemental instruction to students on his or her caseload.

We Teach Teachers…"Why" SDI?

Our Instructional Role Defined by MARSE

MARSE R 340.1781 Teachers of students with disabilities; endorsement requirements.

(a) The requisite knowledge, understanding, skills, and dispositions for effective practice related to all of the following:
(i) Utilizing research-based models, theories, and philosophies for teaching students with an array of disabilities within different placements.
(ii) Assessing students with disabilities for identification and teaching.
(iii) Implementing accommodations and modifications for classroom, district, and statewide assessments.
(iv) Using assistive technology devices to increase, maintain, or improve the capabilities of students with impairments.
(v) Communicating, consulting, and collaborating with parents/guardians, paraprofessionals, general educators, administrators, and human services personnel.

Designing for Instructional Supports & Services in the Resource Program Setting…

What's YOUR Framework?

✓Balancing Compliance and Specially-Designed Instruction: From Rules to a Reality Check

Compliant Driven Tasks

Instructional Driven Tasks

A Balancing Act

We Teach Teachers … Specially Designed Instruction is Being Compliant!

- Knowing the cognitive & behavioral needs of Your Caseload Students
- Knowing the content standards
- Knowing the instructional supportive needs of your students
- Knowing the developmental stages of students within the grade levels/ages that you teach

Will Support the development of…

- **PLAAFP**
- **IEP Gs/Os**
- **Supplemental Aids & Services**
- **Hours of RP time**
- **Assessment**
- **Progress Monitoring/ Reporting**

Guidance Document Review

Framework to Consider

We Teach Teachers…
The Utilization of the Resource Program "Space & Time"

We Teach Teachers….What is a resource program?

- It's a system that **advocates** on behalf of SWDs
- It's intended to support the **individualized** needs of students with a disabilities.
- It's a service used for a **portion** of the day to deliver specifically designed instruction and accommodations
  - individualized (one to one)
  - small and/or large groups maybe in the resource designated area. Used mostly for direct, individualized instruction.
- Not intended to replace the general education learning environment, but to enhance it! **(LRE).**

We Teach Teachers …What is a resource program?

- **Push in:** Support delivered to the student by the resource program teacher within the general education class. Model mostly used for supplemental supports, accommodations, or direct instruction via one of the co-teaching methods.
- **Pull-out:** Support delivered to the student by the resource program teacher **outside** of the general education class, maybe in the resource designated area. Used mostly for direct, individualized instruction.
- ***Successful resource programs provide a combination of BOTH push-in and pull-out services. (page 6)***

We Teach Teachers to prepare their Gen. Ed counterparts about the role and services of the resource program

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IS	IS NOT
A service where the resource program teacher modifies and accommodate instruction and develops aligned supplementary materials needed to support the general education standards and expectations. Materials may consist of but are not limited to the following: study guides, notes, visual charts, vocabulary builders, etc.	A service where the resource program teacher develops an alternative curriculum/standards in lieu of the general education expectation.
A direct instruction environment, whereby, remedial and tutorial supports are provided as needed or defined by the IEP	A place where the student can escape the demands of the general education setting.
An eye-catching learning opportunity where the general education curriculum is used and valued, but doesn't attempt to duplicate or replace the authenticity of the general education setting.	A detention center, a place for crisis intervention, or a study hall.

The Resource Program: A Service, Not a Place

...But if you are so blessed to get a PLACE...

We Teach Teachers ...How to set up the physical layout of the resource room

Physical Arrangement

- Designed with the needs of the students in mind
- Desks and chairs/ or tables and pillows
- White board(s)
- Projector/Document Camera
- Resource cabinet (manipulatives, resources, books, materials, markers, rulers etc.)
- Teacher supplies, content materials, student supplies
- Labeling items throughout room
- Posted visuals (strategies, procedures, rules, Mnemonic devices, graphic organizers)

We Give our Teachers Thoughts to Ponder…

*At times, the special education teacher assigned to the resource program will need **supplementary materials** to support the development of **concepts and skills** required for the mastery of standards, careful selection of materials **related** to the **grade-level** standards and activities should be observed.*

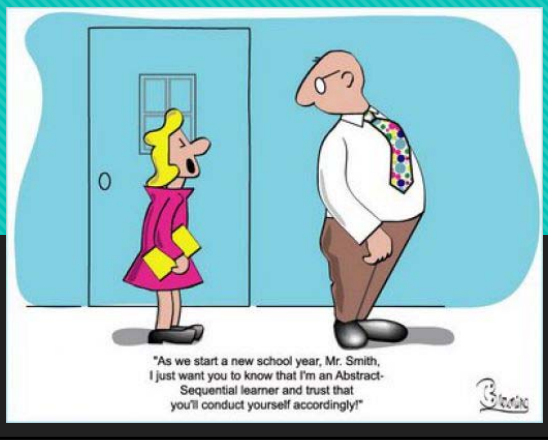
We Teach Teachers…

If your only tool is a hammer, then every problem looks like a nail!

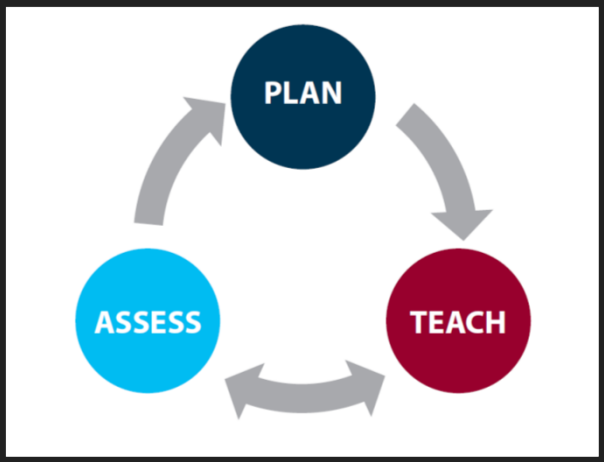
The broader your repertoire… the better matches you'll make!

Specially Designed Instruction

We Teach Teachers …Why, How, & When?



Cycle of Planning, Implementation, Reflection, and Adjustment of Instruction: A Specially Designed Instructional Framework to Consider



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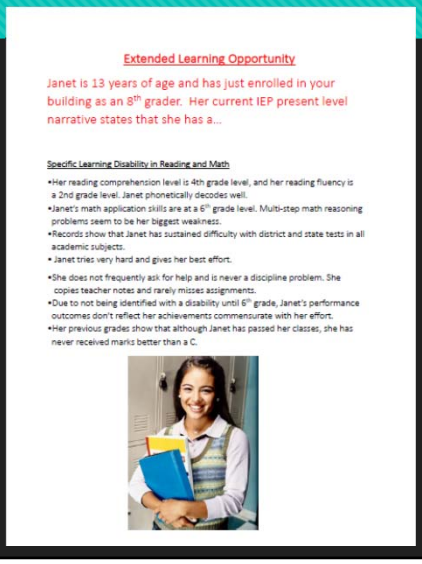
Creating Specially Designed Instruction—A Process, Not an Event!

Designing instruction for students with disabilities is a process that consists of…

- ✓ Reviewing the current needs of each student on the caseload.
- ✓ Matching SDI approaches/suggestions to meet the needs of your student(s)
- ✓ Implementing SDI
- ✓ Monitoring the effectiveness of SDI
- ✓ Monitoring and Reporting (documenting) on Student Outcomes
- ✓ Using Feedback to Drive Revision to SDI and IEP planning

We Use REAL Students…The Case of Janet & Michael

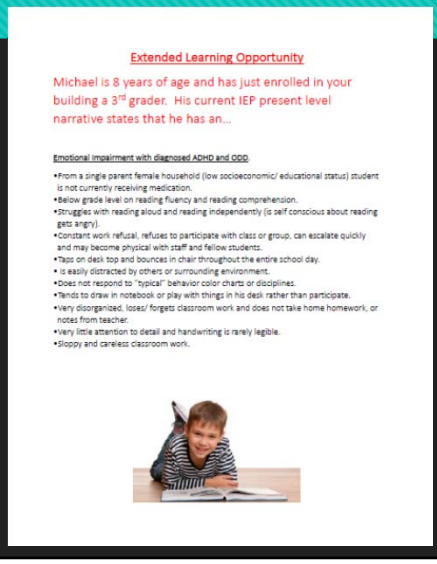


Extended Learning Opportunity

Janet is 13 years of age and has just enrolled in your building as an 8th grader. Her current IEP present level narrative states that she has a…

Specific Learning Disability in Reading and Math

- Her reading comprehension level is 4th grade level, and her reading fluency is a 2nd grade level. Janet phonetically decodes well.
- Janet's math application skills are at a 6th grade level. Multi-step math reasoning problems seem to be her biggest weakness.
- Records show that Janet has sustained difficulty with district and state tests in all academic subjects.
- Janet tries very hard and gives her best effort.
- She does not frequently ask for help and is never a discipline problem. She copies teacher notes and rarely misses assignments.
- Due to not being identified with a disability until 6th grade, Janet's performance outcomes don't reflect her achievements commensurate with her effort.
- Her previous grades show that although Janet has passed her classes, she has never received marks better than a C.



Extended Learning Opportunity

Michael is 8 years of age and has just enrolled in your building a 3rd grader. His current IEP present level narrative states that he has an…

Emotional impairment with diagnosed ADHD and ODD

- From a single parent female household (low socioeconomic/ educational status) student is not currently receiving medication.
- Below grade level on reading fluency and reading comprehension.
- Struggles with reading aloud and reading independently (is self conscious about reading gets angry).
- Constant work refusal, refuses to participate with class or group, can escalate quickly and may become physical with staff and fellow students.
- Taps on desk top and bounces in chair throughout the entire school day.
- Is easily distracted by others or surrounding environment.
- Does not respond to "typical" behavior color charts or disciplines.
- Tends to draw in notebook or play with things in his desk rather than participate.
- Very disorganized, loses/ forgets classroom work and does not take home homework, or notes from teacher.
- Very little attention to detail and handwriting is rarely legible.
- Sloppy and careless classroom work.

We Teach Teachers…
SDI Lesson Planning Considerations

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SPECIALLY DESIGNED INSTRUCITONAL LESSON PLANNING CONSIDERATIONS

Directions: Below is an instructional planning tool that will support the resource program teacher in creating specially designed instruction for their students. This tool is not a lesson plan, but a guide to support the development of one.

Lesson Title:	**Course:**	**Date:**

Core Content and Process Standards:

IEP Goals and Objectives to Consider: *(Make sure to review students' required IEP G/Os prior to planning to ensure alignment to CCSS and Deficits).*

Specially Designed Accommodations/Modifications Per IEP: *(Make sure to review students' required IEP accommodations/modifications under supplementary aids and services prior to planning).*

Lesson Objective(s): *What will you be teaching? (List content and language objectives). Example: Can be written in "I Can" statements.*

Big Ideas for Enduring Understanding	**Essential Questions (EQ):**
Identify which concepts you want your students to learn and master…i.e.… ✓ Have students identify how characters develop and change throughout the text. ✓ Have students identify the different ways characters respond to challenges. ✓ Having students summarize the text will increase comprehension and understanding	An essential question frames a unit of study as a problem to be solved. It should connect students' lived experiences and interests to disciplinary problems in the world. EQ should connect what they learn back to the real world, where they can put their new understandings to work.

Anticipatory Set: Teach vocabulary for text you are using. Give some background information to help students begin to make connections and build knowledge. You can do a KWL chart on board as a large group of have students individually make a chart. What do I know about the topic? What do I want to know? What did I learn? On-line supports:

Skill Focus: Identify the skills students will need to master the content standards: *Example: Identifying Central Theme/Idea in a variety of texts*	**Vocabulary Focus:** Identify the vocabulary that will be used during the specific text.

Universal Design for Learning Considerations: *Provide multiple means of representation, expression, and engagement.*

- *Use advanced organizers (e.g., KWL methods, concept maps);*
- *Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom; Provide interactive models that guide exploration and new understandings;*
- *Embed prompts to "stop and think" before acting as well as adequate space*
- *Embed prompts to "show and explain your work" (e.g., portfolio review, art critiques)*
- *Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps*

Identify On-line Supports to Specially Designed Instruction:

Assessment (Formative & Summative): *How will you know students have learned the content?*

Ways to Gain/Maintain Attention: *How will you gain and maintain students' attention? Consider need, readiness, learning style, novelty, meaning, or emotion.*

Cognitive (Psychological) Deficit To Consider in Teaching and Learning: Identify your students' area of need and determine the impact the deficit (s) has on the mastery of the skill (located within a MET summary or Present Level Narrative); determine the instructional approach that will be used to support each students acquiring of that skill (s), and identify the instructional strategies that work best to maintain or reinforce the newly emerging skill or concept.

IEP CCSS related Goal/Objective Sentence Starters for the development or revision of current G/Os.

By _____ when given a _____ at _____level the student will independently_____

by the _____ of the school year with _____accuracy.

The Framework in Practice: The Mathematics Classroom

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We Teach Teachers… To Unpack the CCSS

Sample
Vertical Progression Chart

Mathematics

Grade	Standard	"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Depth of Knowledge	Pre-Requisite Skills Needed
4	**4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., Interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	• Interpret • Represent	• A multiplication equation as comparison • Verbal statements of multiplicative comparisons as multiplication equations	• 2	• Knowledge of arrays • Knowledge of groups • Foundational skills with addition **Vocabulary** • is • of • times • product
5	**5.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols	• Evaluate	• Parenthesis, brackets, or braces in numerical expressions • Evaluate expressions with these symbols	• 1 and 2	• Knowledge of order of operation (order does matter) • Foundational skills with addition, subtraction, multiplication, division **Vocabulary** • Parenthesis • brackets • braces • expressions • evaluate
6	**6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents.	• Write • Evaluate	• Numerical expressions involving whole-number exponents • Numerical expressions involving whole-number exponents	• 1 and 3	• Foundational skills with addition and multiplication • Knowledge of order of operation (order does matter) **Vocabulary** • base • exponent (index) • evaluate • expand form (4)= 4•4•4•4

We Teach Teachers…

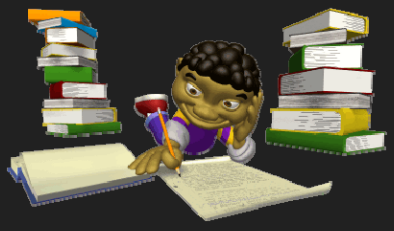
- Grounds you in CCSS and IEP goals & objectives
- Anticipatory Set/Numeracy Strategies makes instruction relevant & engaging
- Skill Focus/Vocabulary Focus targets cognitive deficit areas

The Framework in Practice: Sarah's Co-Teaching Order of Operations

We Teach Teachers…

•UDL considerations transform into IEP accommodations
•Assessment is data tracking-Formative, informal/formal observation/student self-evaluation

The Framework in Practice: The ELA Classrooms



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We Teach Teachers… To Unpack the CCSS

Sample
Vertical Progression Chart

English Language Arts

CCSS VERTICAL PROGRESSION ALIGNMENT CHART FOR ELA: A WORK IN PROGRESS

Grade	Standard	"Unwrapped" Skills (Students need to be able to do)	"Unwrapped" Concepts (Students need to know)	Depth of Knowledge	Pre-Requisite Skills Needed
K	RL. K.2 With prompting and support, retell familiar stories, including key details.	• Retell	• A familiar story with key details with prompting and support • Key details	• Level One: • Name, Tell, 5 W's	• Ability to attend, • Expressive/ • Receptive Skills, • Ability to recall, • Sequence of Events: Beginning, Middle, End or 1st, 2nd, 3rd
1	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson	• Retell • Demonstrate understanding	• Key details of a story • A story's central message or lesson	• Level One: Retell, Recall, Identify	• Identify/ retell key details with prompts and supports
2	RL.2.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral	• Recount • Determine	• Stories including fables and folktales from diverse cultures • Their central message, lesson or moral	• Level One: Retell • Level Two: Infer	• Demonstrate understanding of central message or lesson of a story
3	RL.3.2 Recount stories, including fables, folktales and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Recount • Determine • Explain	• Stories including fables, folktales and myths from diverse cultures • Their central message, lesson or moral • How their message, lesson or moral is conveyed through details in the text	• Level One: Recall • Level Two: Infer • Level Three: Draw Conclusions	• Text to text connections • Identify central message, lesson or moral of story
4	RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.	• Determine • Summarize	• A theme of a story, drama, or poem from details in text • A text in their own words	• Level One: Recall • Level Two: Summarize • Level Three: Construct, Cite Evidence	• Identify central message, lesson or moral of story • Summarize how central message, lesson, or moral is conveyed using key details

We Teach Teachers Using the Vertical Progression Chart

- Can serve as a guide when selecting skills/concepts your students will need to master
- Can be used to support writing IEP goals & objectives.

We Teach Teachers:

- During the Anticipatory Set: vocabulary strategies can be used to build students' knowledge and make connections with new concepts.
- To provide activities that will increase student engagement.
- To obtain and use data, either informal or formal assessments to measure/record student progress.

UDL, is not an after thought…

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We Teach Teachers…
What to Consider for UDL To Engage ALL

First We Ground it in Policy…

- U.S Department of Education:
  - The department's mission is to serve America's students to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal *access*.
  - ESSA State Use of Funds Sec. 4104 C
  - Universal Design for Learning (UDL) is a proactive approach that uses instructional design, strategies, and tools to support all learners.

(C) increase access to personalized, rigorous learning experiences supported by technology by—

(i) providing technical assistance to local educational agencies to improve the ability of local educational agencies to—

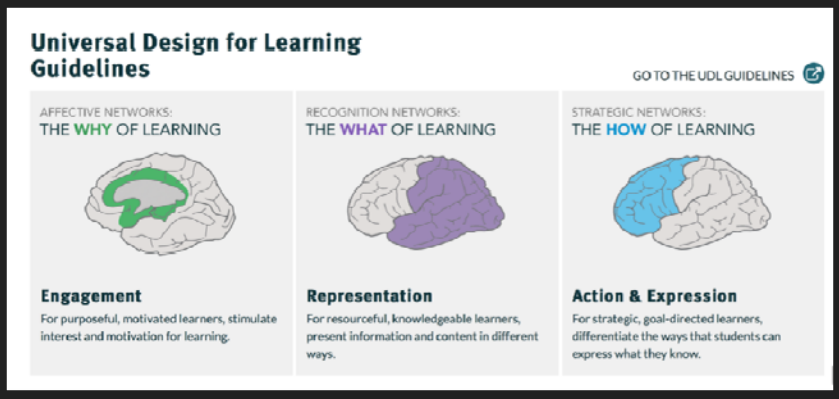
(I) identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the local educational agency, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security;

(II) use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners; and

(III) build capacity for principals, other school leaders, and local educational agency administrators to support teachers in using data and technology to improve instruction and personalize learning;

(ii) supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;

We Teach Teachers:
The Framework in Practice: Creating an UDL Classroom

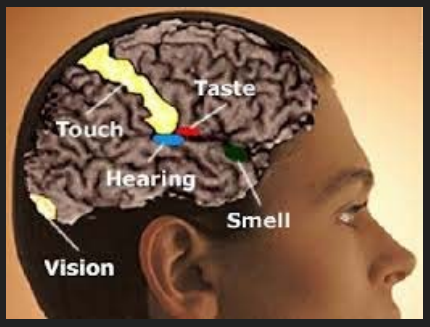


We Teach Teachers…To Think Beyond the Traditional

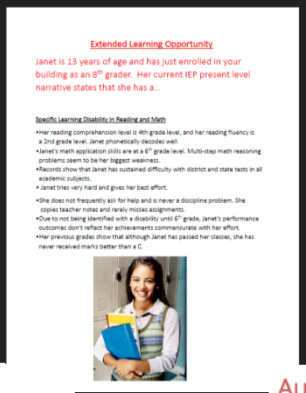
- Automated Sliding Doors

We Teach Teachers: The Framework in Practice: Creating an UDL Classroom

- Students need to be able to use their senses
  - Vison
  - Taste
  - Touch
  - Smell
  - Hearing
  - Intuition



We Teach Teachers…To Remember the Learner and the Effects of the Disabilities on Teaching and Learning



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- Due to not being identified with a disability until 6th grade, Janet's performance outcomes don't reflect her achievements commensurate with her effort.
- Her previous grades show that although Janet has passed her classes, she has never received marks better than a C.

Dyslexia

A specific learning disability that affects reading and related language-based processing skills.

Extended Learning Opportunity

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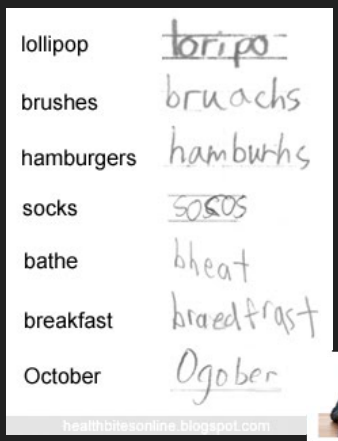
- Is easily distracted by others or surrounding environment.
- Does not respond to "typical" behavior color charts or disciplines.
- Tends to draw in notebook or play with things in his desk rather than participate.
- Very disorganized, loses/ forgets classroom work and does not take home homework, or notes from teacher.
- Very little attention to detail and handwriting is rarely legible.
- Sloppy and careless classroom work.

Auditory Processing Disorder

Affects how sound that travels unimpeded through the ear is processed & interpreted by the brain.

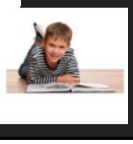
We Teach Teachers…To Remember the Learner and the Effects of the Disabilities on Teaching and Learning



SYMPTOMS & SIGNS

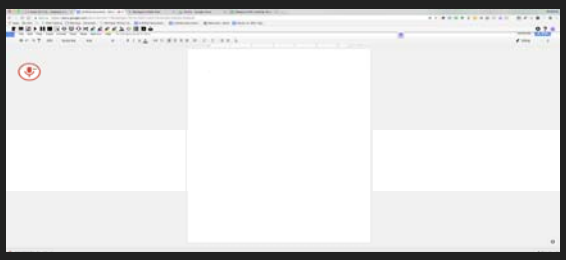
Auditory Processing Disorder
Affects how sound that travels unimpeded through the ear is processed & interpreted by the brain.

Symptoms include:
- Difficulty understanding speech in noisy environments
- Difficulty following directions, especially directions with more than one step
- Difficulty telling the difference between similar-sounding speech sounds such as *pat* and *bat*



We Teach Teachers…Solutions!

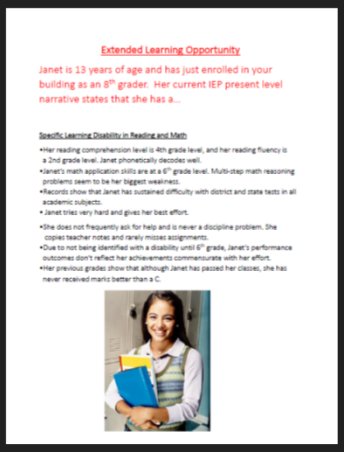
- video
- text to speech
- word prediction
- text



We Teach Teachers…To Remember the Learner and what needs to be taught?

- Science and the Common Core

SCIENCE PROCESSES	Inquiry Process
	K-7 Standard S.IP: *Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.*
	S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
	S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.
	S.IP.03.12 Generate questions based on observations.
	S.IP.03.13 Plan and conduct simple and fair investigations.
	S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).
	S.IP.03.15 Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool.
	S.IP.03.16 Construct simple charts and graphs from data and observations.



Extended Learning Opportunity

Janet is 13 years of age and has just enrolled in your building as an 8th grader. Her current IEP present level narrative states that she has a…

Specific Learning Disability in Reading and Math

- Her reading comprehension level is 4th grade level, and her reading fluency is a 2nd grade level. Janet phonetically decodes well.
- Janet's math application skills are at a 6th grade level. Multi-step math reasoning problems seem to be her biggest weakness.
- Records show that Janet has sustained difficulty with district and state tests in all academic subjects.
- Janet tries very hard and gives her best effort.
- She does not frequently ask for help and is never a discipline problem. She copies teacher notes and rarely misses assignments.
- Due to not being identified with a disability until 6th grade, Janet's performance outcomes don't reflect her achievements commensurate with her effort.
- Her previous grades show that although Janet has passed her classes, she has never received marks better than a C.

We Teach Teachers…To Remember the Learner and what needs to be taught?

- Science and the Common Core

SCIENCE PROCESSES	Inquiry Process
	K-7 Standard S.IP: *Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.*
	S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
	S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.
	S.IP.03.12 Generate questions based on observations.
	S.IP.03.13 Plan and conduct simple and fair investigations.
	S.IP.03.14 Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).
	S.IP.03.15 Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool.
	S.IP.03.16 Construct simple charts and graphs from data and observations.

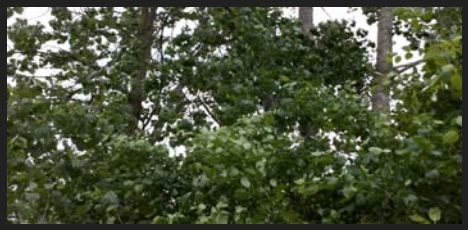
Leaves
Are all around us

We Teach Teachers... Representation

- Real leaves experiences (Videos, leave walk, bring in leaves)
- Projector
- White board (good lighting)
- YouTube
- digital text
- text-to-speech
- Word processor (Word, google docs, pages, notes)
- magnifying lens

S.IP.03.11 Make purposeful observation of the natural world using the appropriate senses.

Leaf Walk: Watch and listen to a video



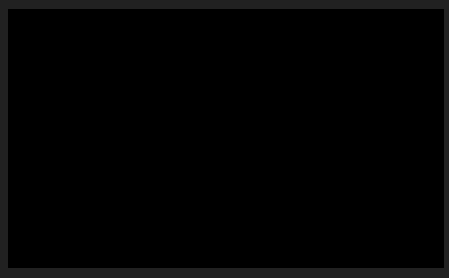
Autumn Leaves

Reading Standards for Literature 6–12 RL

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Autumn Leaves: Compare and Contrast

- Nat King Cole Video Autumn Leaves



- **Eric Clapton Audio Autumn Leaves**

Autumn Leaves: Compare and Contrast

The autumn leaves of red and gold
I see your lips, the summer kisses
The sun-burned hands, I used to hold

Since you went away the days grow long
And soon I'll hear old winter's song
But I miss you most of all my darling
When autumn leaves start to fall

Since you went away the days grow long
And soon I'll hear old winter's song
But I miss you most of all my darling
When autumn leaves start to fall

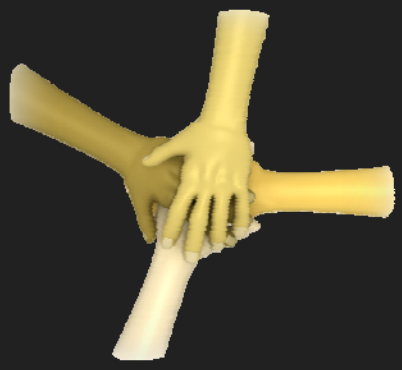
Action and Expression

Energy

HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*
HS-PS3-4	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Action and Expression

Need Additional Information?

Give me a call...

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