

Fair Isn't Always Equal

Differentiation for our Gifted and Highly Capable Students

<http://www.livebinders.com/play/play?present=true&id=1394708>

“I am the teacher, and so it is up to me to teach the kids I have, be they unprepared, irresponsible, etc... I’m not saying that’s easy, but if what we’re doing isn’t getting us the desired results, doing the same thing over and over and expecting something different is not only nonproductive, it creates stress and unhappiness in our lives” (Wormeli).

Post-it Prompt

- ◆ Take three post-it notes.
- ◆ On each post-it note, write down three different endings to the following prompt...

Our highly capable and gifted learners are most in need of...

“There is nothing so unequal
as the equal treatment of
unequal people.”

– Thomas Jefferson



About Us



◆ Katrina Wagner

- ◆ Starting 10th Year Teaching
- ◆ PCMS
 - ◆ 6th Grade Advanced Humanities
- ◆ Masters in Literacy from SPU
- ◆ Specialty Endorsement in Gifted and Talented from Whitworth
- ◆ Led a PDP class for middle school teachers in 2013/2014
- ◆ Summer – SIG
 - ◆ Overlake and Princeton

◆ Emily Schelle

- ◆ Currently on maternity leave
- ◆ Taught 6 years
- ◆ PCMS
 - ◆ 7th Grade Advanced Humanities
- ◆ Masters in Teaching from City University
- ◆ Masters in Political Science
- ◆ Led a PDP class for middle school teachers in 2013/2014

A Fable



One time, the animals had a school. The curriculum consisted of running, climbing, flying, and swimming; and all the animals took all the subjects.

The duck was good in swimming [gifted perhaps], better than his instructor, and he made passing grades in flying, but was practically hopeless in running. He was made to stay after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But, average is acceptable, so nobody worried about that but the duck.



A Fable

The eagle was considered a problem pupil and was disciplined severely. He beat all the others to the top of the tree in the climbing class, but he had used his own way of getting there.

The rabbit started out at the top of his class in running, but had a nervous breakdown and had to drop out of school on account of so much makeup work in swimming.





A Fable

The squirrel led the climbing class, but his flying teacher made him start his flying lessons from the ground instead of the top of the tree, and he developed charley horses from overexertion at the takeoff and began getting C's in climbing and D's in running.

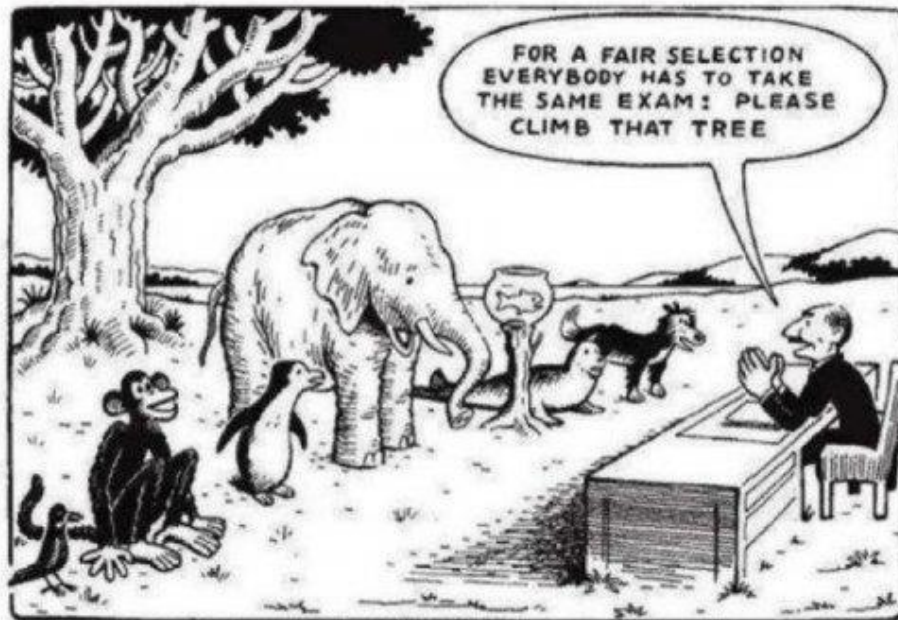
The practical prairie dogs apprenticed their offspring to a badger when the school authorities refused to add digging to the curriculum.



A Fable

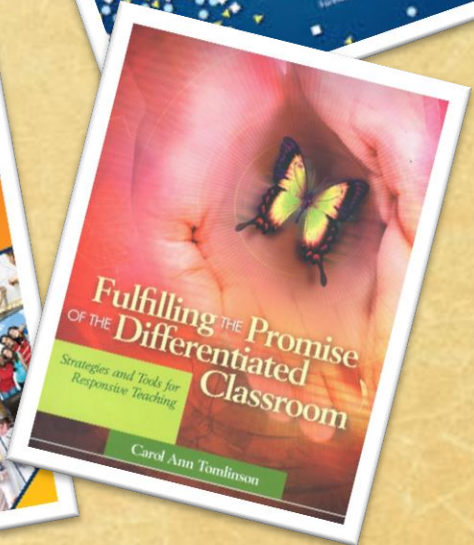
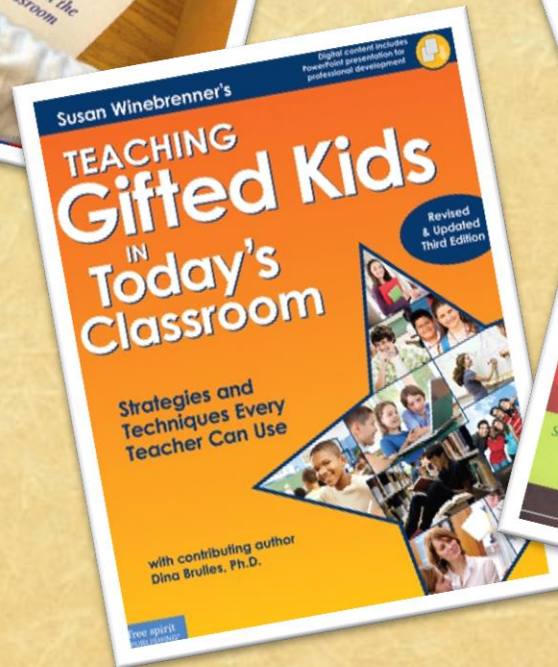
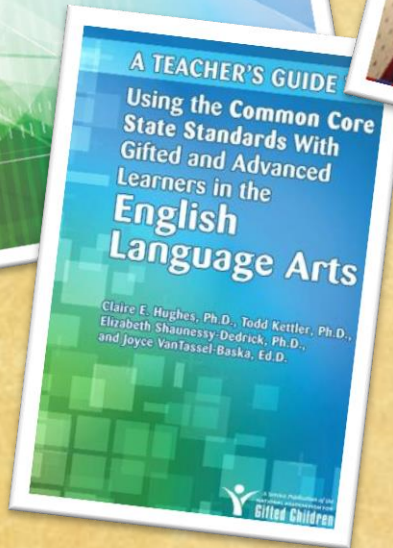
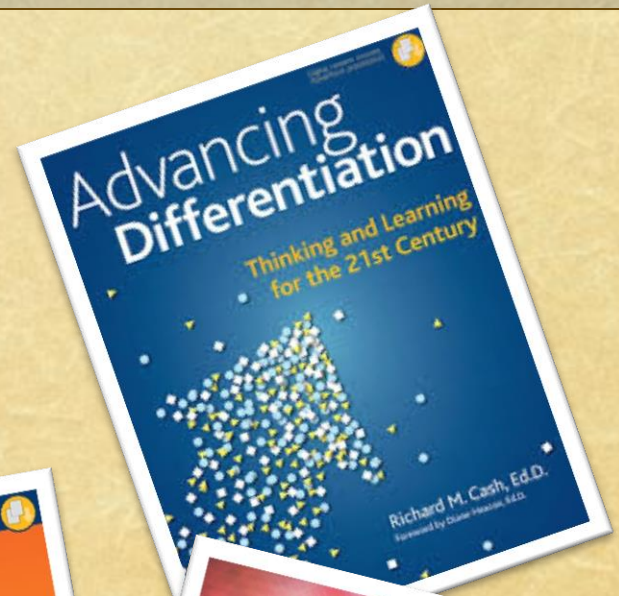
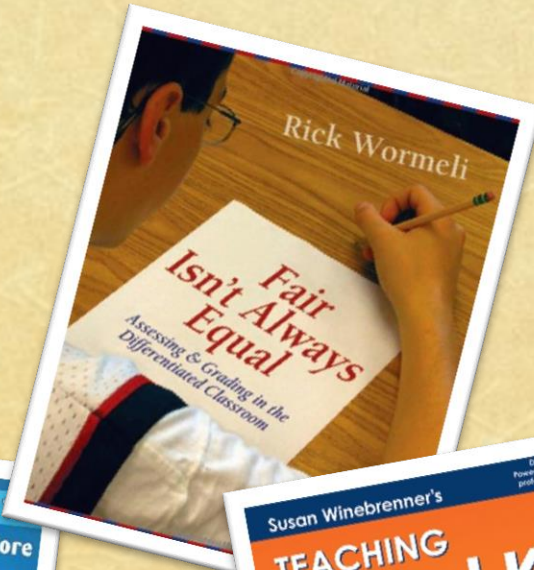
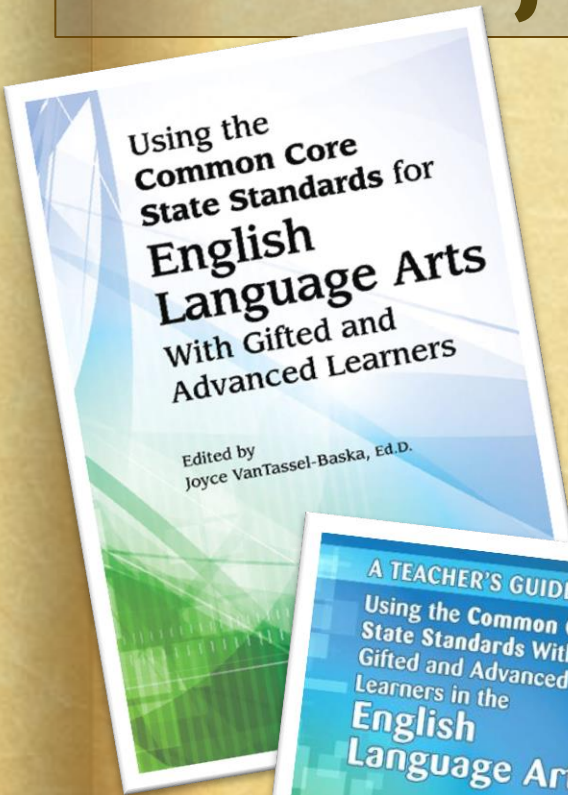
At the end of the year, an eel that could swim well; and run, climb, and fly a little was made valedictorian.

Printed in The Instructor, April, 1968.



Our Education System

Major Resources Used



**YOU CHALLENGE ME TO A
CHALLENGE.**



THAT'S CHALLENGING! CHALLENGE ACCEPTED

What's the Difference?

- ◆ **Individualization:**
 - ◆ Instruction that is paced to the learning needs of different learners.
 - ◆ Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs.
 - ◆ For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.
- ◆ **Differentiation:**
 - ◆ Instruction that is tailored to the learning preference of different learners.
 - ◆ Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.
- ◆ **Personalization:**
 - ◆ Instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners.
 - ◆ In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).



What is Giftedness?

- ◆ “In terms of classroom teaching, gifted students may be defined as those who have ability that exceeds grade- or age-level expectations by two years or more” (Winebrenner).
- ◆ **Big Six**
 - ◆ Learn new material faster and at an earlier age
 - ◆ They remember what they have learned for a very long time
 - ◆ They are able to deal with concepts that are too complex and abstract for their age peers
 - ◆ They have a passionate interest interest in one or more topics
 - ◆ They do not need to watch the teacher to understand what is being said, and they can process more than one task at a time.
 - ◆ Heightened sensitivity; spirituality
- ◆ **Checklist of learning and behavioral characteristics**
- ◆ **Bookmarks – Categories of underachieving gifted students**

Levels of Giftedness

♦ **Moderately Gifted**

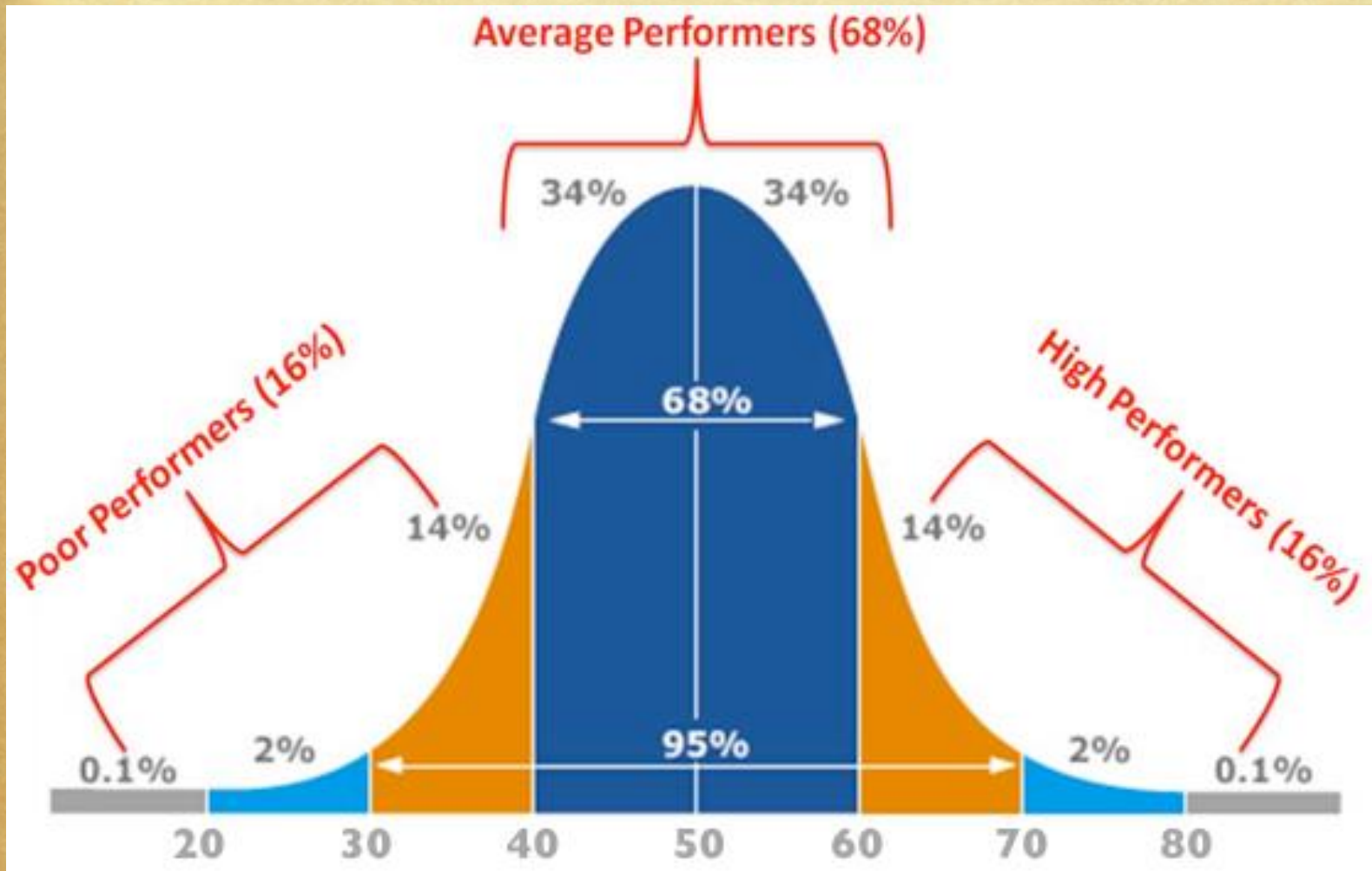
- ♦ Most common group
- ♦ IQ range of 130-144 (2-3% of the overall population)
- ♦ “There are virtually no points of common experience and common interest between a 6-year-old with a mental age of 6 and a 6-year-old with a mental age of 12” (Clark).

♦ **Highly Gifted**

- ♦ IQ range of 145-159
- ♦ More energy; think faster; more intent and focused on personal interests
- ♦ Less able to benefit in regular classroom experiences

♦ **Profoundly Gifted**

- ♦ IQ range of 160-180+ (1 child in 10,000-1 million)
- ♦ Differently wired neurons; provide more complex and efficient neural highways
- ♦ More isolated by choice
- ♦ Seldom seek popularity or social acclaim



<http://www.guerillapolicy.org/education/2013/07/19/assessment-standards-and-the-bell-curve/>

“The learners in the upper 2% of the achievement scale or 2 to 4 years ahead of grade-level achievement need as much special instruction to continue their growth as do students at the lower end, yet special resources or specially trained personnel are rarely made available. This situation leads to unnecessary loss of ability, especially among girls and minority students, and regression toward a more average ability level is the observed outcome.”

(Clark, pg.21)

Possible Problems Associated with Characteristics of Gifted Children

Strengths	Possible Problems
Acquires/retains information quickly	Impatient with others; dislikes basic routine
Inquisitive; searches for significance	Asks embarrassing questions; excessive in interests
Intrinsic motivation	Strong-willed; resists direction
Enjoys problem-solving; able to conceptualize, abstract, synthesize	Resists routine practice; questions teaching procedures
Seeks cause-effect relations	Dislikes unclear/illogical areas
Emphasizes truth, equity, and fair play	Can worry excessively about humanitarian concerns
Seeks to organize things and people	Constructs complicated rules; often seen as bossy
Large facile vocabulary; advanced, broad information	May use words to manipulate; bored with school and age-peers

Adapted from Clark (1992) and Seago (1974).

Strengths	Possible Problems
High expectations of self and others	Intolerant, perfectionistic; may become depressed
Creative/inventive; likes new ways of doing things	May be seen as disruptive and out of step
Intense concentration; long attention span and during periods of focus; persistence in areas of interest	Neglects duties or people; stubbornness
Sensitivity, empathy; desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness	Frustration with inactivity; may be seen as hyperactive
Independent; prefers individualized work; reliant on self	May reject parent or peer input; nonconformity
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become “class clown” for attention

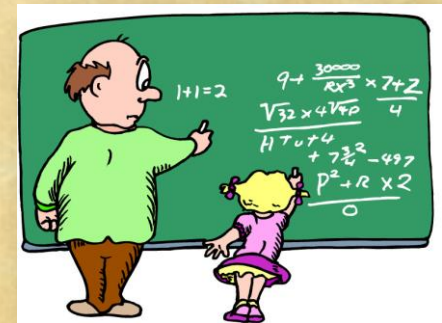


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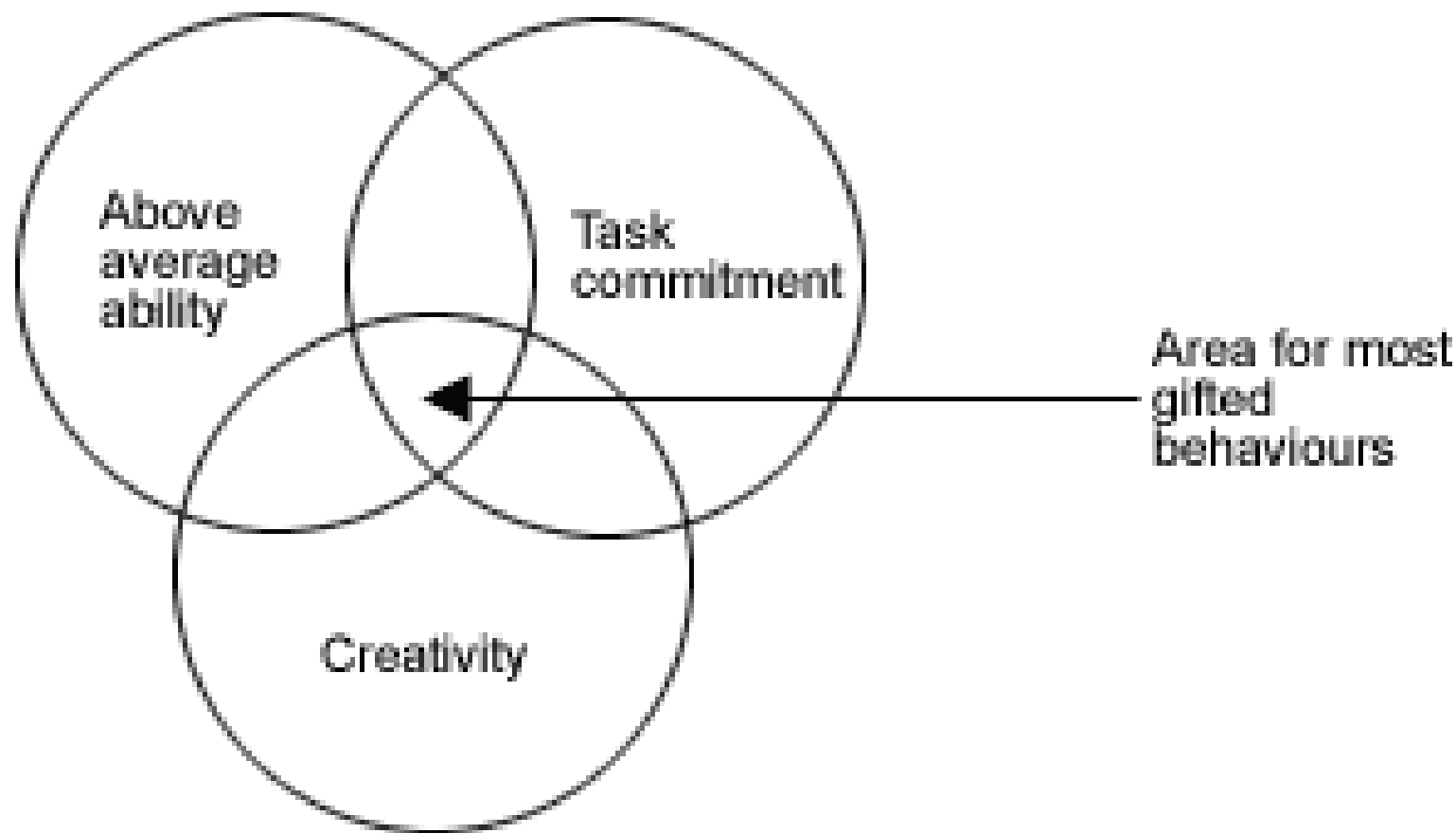
MIDVALE
SCHOOL FOR
THE GIFTED

Other Qualities to Consider

- ◆ Perfectionism
 - ◆ Trauma-Based or Gifted Perfectionism
- ◆ Twice-Exceptional Students
 - ◆ Autism and Aspergers
- ◆ Asynchrony
- ◆ Social and Emotional Characteristics
 - ◆ SENG
- ◆ Low-Income/High-Ability Learners



Renzulli's Triad



Rigor

“Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.”

Teaching What Matters Most: Standards and Strategies for Raising Student Achievement, Strong, Silver and Perini (2011)

Rigor = E⁴

- ◆ “Curriculum can be varied in degree of rigor by increasing any or all of the four traits...” (Cash).
 - ◆ **E**ffective (complexity)
 - ◆ **E**ngaging (personally or emotionally challenging)
 - ◆ **E**xciting (provocative and ambiguous)
 - ◆ **E**nriching (authentic and practical)

Creativity is Essential To Rigor

- ◆ The accepted definition of creativity is production of something original and useful.
- ◆ There is often not one right answer.
- ◆ To be creative requires divergent thinking (generating many unique ideas) and then convergent thinking (combining those ideas into the best result).



An IBM poll of 1,500 CEOs identified creativity as the number one leadership competency of the future.



Po Bronson and Ashley Merryman, “The Creativity Crisis”, *Newsweek*, July 10th, 2010. (Karen check? I think this is the article)

DO SCHOOLS KILL CREATIVITY?

"The other big issue is conformity. We have built our education systems on the model of fast food. This is something Jamie Oliver talked about the other day. You know there are two models of quality assurance in catering. One is fast food, where everything is standardized. The other are things like Zagat and Michelin restaurants, where everything is not standardized, they're customized to local circumstances. And we have sold ourselves into a fast food model of education. And it's impoverishing our spirit and our energies as much as fast food is depleting our physical bodies... We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process, it's an organic process. And you cannot predict the outcome of human development; all you can do, like a farmer, is create the conditions under which they will begin to flourish."

Robinson, K. (2006 February) Sir Ken Robinson: How Schools Kill Creativity Talk
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

America's Creativity Crisis

- ♦ America's creativity scores are declining, especially for young children.
- ♦ Currently, according to the Torrance creativity test – a 90-minute series of tasks designed to measure creativity -- America seems to be going in the wrong direction.
- ♦ Kyung Hee Kim of William and Mary College analyzed 300,000 Torrance creativity scores and stated, “It's very clear, and the decrease is very significant. It is the scores of younger children in America—from kindergarten through sixth grade—for whom the decline is most serious.”
- ♦ Kim found creativity scores had been steadily rising, just like IQ scores, until 1990. Since then, creativity scores have consistently inched downward.

Po Bronson and Ashley Merryman, “The Creativity Crisis”, *Newsweek*, July 10th, 2010.

The Creativity Killers

Surveillance: Hovering over kids, making them feel that they are constantly being watched while they're working.

Evaluation: Making kids worry about how others judge what they are doing. Kids should be concerned primarily with how satisfied they—and not others—are with their accomplishments.

Competition: Putting kids in a win/lose situation, where only one person can come out on top. A child should be allowed to progress at his own rate.

Over control: Telling kids exactly how to do things. This leaves children feeling that any exploration is a waste of time.

Pressure: Establishing grandiose expectations for a child's performance. Training regimes can easily backfire and end up instilling an aversion for the subject being taught.

Is Creativity Chaos?

“... that creativity is just about letting yourself go, kind of running around the room and going a bit crazy. Really, creativity is a disciplined process that requires skill, knowledge, and control. Obviously, it also requires imagination and inspiration. But it’s not simply a question of venting. It’s a disciplined path of daily education. If you look at some of the people we most respect for their creative achievements, it’s because of the extraordinary insights, breakthroughs, and discipline they have brought to their work.”

Creativity is not a classroom of chaos. It is a dynamic, student-centered instruction facilitated by the teacher.

Amy M.Azzam, “Why Creativity Now? A Conversations with Sir Ken Robinson”,
Educational Leadership, September 2009, Vol.67, No.1.

- ◆ America – proverbial leader of innovation
- ◆ Classroom environment
 - ◆ Fosters and encourages new ideas
 - ◆ New ways of tackling problems through a broad curriculum
- ◆ Children must be taught to understand their own creativity and how to apply it to learning.
- ◆ The creative arts and creative aspects of learning cannot be extras or luxuries for the more privileged.
- ◆ “Not everything that can be counted counts, and not everything that counts can be counted” - Einstein

Amy M.Azzam, “Why Creativity Now? A Conversations with Sir Ken Robinson”, Educational Leadership, September 2009, Vol.67, No.1.

Teacher Reflection:

- ◆ How do the creativity killers operate in your own classroom?
- ◆ How can you lessen their influence in your pedagogical practice?



What this means in the classroom.....

- ◆ Individualized Learning
- ◆ Differentiation of Instruction
- ◆ Real World Scenarios
- ◆ Projects that allow for varying end products
- ◆ Assignments that allow student choice between options
- ◆ Alternative Grading Ideas (spectrum grading, no grading)
- ◆ Blending of subjects and disciplines in assignments.

Where is Issaquah at?

- ♦ **New Law:** All school districts identify their “most highly capable” students and provide a continuum of services
- ♦ **Elementary School**
 - ♦ Three tests are used for qualifying students in Issaquah
 - ♦ Stanford 10 Achievement Test
 - ♦ CogAT Cognitive Abilities Test
 - ♦ SOT Structure of Intellect Creativity Test
 - ♦ Students are only tested in Kindergarten and 2nd grade
- ♦ **Secondary School**
 - ♦ Self-select advanced options for science, math and language arts

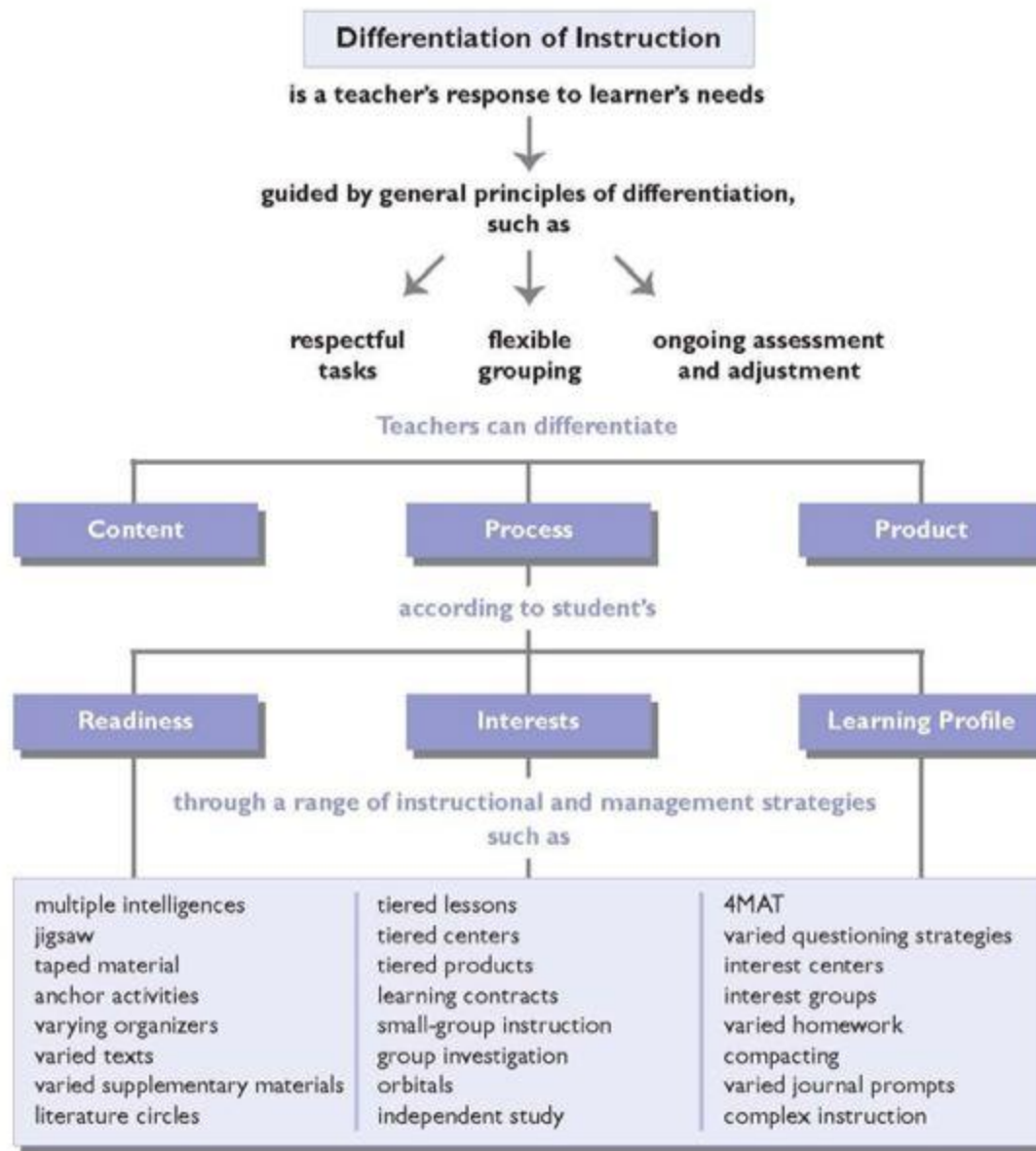
Why does it matter?

- ◆ Gifted children are the largest group of underachievers in education
 - ◆ At least 63% of students with an IQ of 130 or above are seriously underachieving and many of these students have a record of truancy.
- ◆ Much of the educational community believes that gifted kids can succeed on their own and don't need any special nurturing; little is done to meet their needs
 - ◆ They are among the most poorly served in the school population.



Why Does it Matter?

- ◆ In the United States, there is no federal mandate for programs or services for gifted learners in the public schools.
- ◆ “Only 9 of 50 states require IEPs for the gifted and talented students they serve” (Clark).
- ◆ “This situation leads to unnecessary loss of ability, especially among girls and minority students, and regression toward a more average ability level...” (Clark).
- ◆ “An environment that is confining, solitary, or lacking in challenges limits the growth of the brain...” (Clark).



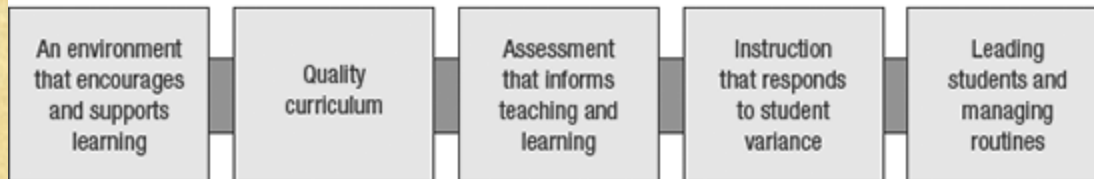
Reprinted by permission from *The Differentiated Classroom: Responding to the Needs of All Learners*, by C.A. Tomlinson (Alexandria, VA: ASCD, 1999). The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

Differentiation

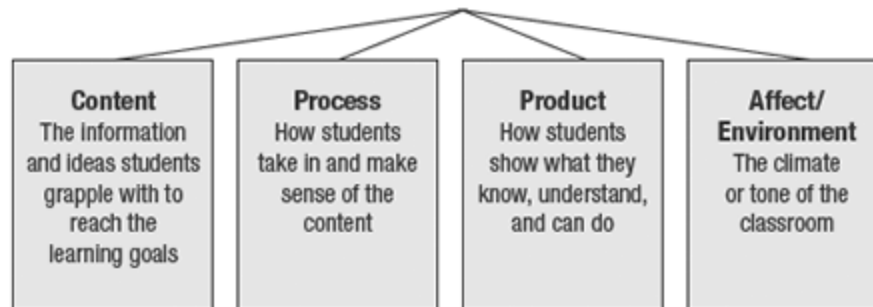
is a teacher's **proactive** response to learner needs

shaped by **mindset**

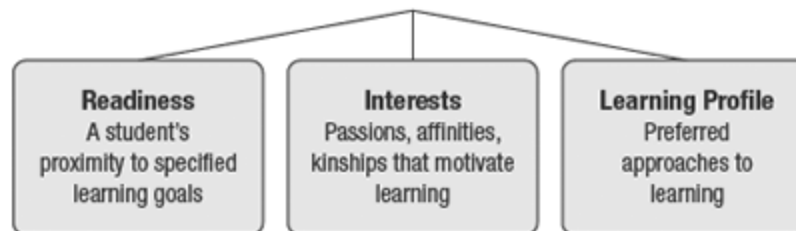
and guided by general principles of differentiation



Teachers can differentiate through



according to the student's



through a variety of instructional strategies, such as

Learning/Interest Centers • RAFTs • Graphic Organizers • Scaffolded Reading/Writing
Intelligence Preferences • Tiered Assignments • Learning Contracts • Menus • Tic-Tac-Toe
Complex Instruction • Independent Projects • Expression Options • Small-Group Instruction

Walkthrough Checklist of Differentiation for Advancing Learning

CONTENT	PROCESS	PRODUCT
<ul style="list-style-type: none"> <input type="checkbox"/> Content is linked to broad issues, themes, or problems <input type="checkbox"/> Content reinforces interdisciplinary study <input type="checkbox"/> Content is linked to fields of study or discipline <input type="checkbox"/> Students are provided choices in topics within an area of study <input type="checkbox"/> Students have the opportunity to pursue independent or self-directed studies <input type="checkbox"/> The content has direct relevant links to students' experiences and lives <input type="checkbox"/> The curriculum is grounded in conceptual, procedural, and factual knowledge <input type="checkbox"/> The teacher knows and focuses student attention on conceptual, procedural, and factual knowledge <input type="checkbox"/> The curriculum is directly linked to state or national standards <input type="checkbox"/> Formative assessment is utilized to guide students toward success <input type="checkbox"/> Summative assessment is used to inform achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher knows and utilizes advanced levels of Bloom's Taxonomy <input type="checkbox"/> Students are offered in-depth learning opportunities <input type="checkbox"/> Students are guided toward higher levels of thought through open-ended questions <input type="checkbox"/> Students problem find and solve issues that are relevant and worth solving <input type="checkbox"/> Students know and utilize research skills <input type="checkbox"/> Students know and utilize creative thinking skills <input type="checkbox"/> Students know and utilize critical reasoning tools <input type="checkbox"/> Students make connections between self and the curriculum <input type="checkbox"/> The classroom environment is welcoming and accepting of all students <input type="checkbox"/> Flexible instructional grouping practices are used <input type="checkbox"/> Multiple instructional strategies are used to engage students in understanding <input type="checkbox"/> A variety of resources are available to and used by students <input type="checkbox"/> Teacher acts as guide in learning and discovery 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are encouraged to create new products and ideas <input type="checkbox"/> Students create products that incorporate techniques, materials, and forms taught throughout the unit of study <input type="checkbox"/> Students are allowed choices to work on projects collaboratively or independently, depending on the requirements of the project <input type="checkbox"/> Assignments are tiered by the readiness, interest, or learning style of the students <input type="checkbox"/> Students are given choices in how to represent knowledge acquisition <input type="checkbox"/> Students use technology in the creation and presentation of projects <input type="checkbox"/> Student products represent an accumulation of knowledge rather than a regeneration of facts <input type="checkbox"/> Students are encouraged to act as scholars <input type="checkbox"/> Student products are authentic and are presented to an authentic audience

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Differentiation Strategies

Let's get practical!



Curriculum Compacting

- ♦ Definition:
 - ♦ A process to help challenge advanced learners where curriculum material is eliminated or shortened to allow more time for enrichment or acceleration activities (Siegle).
 - “Testing Out” of particular content
 - Modifying curriculum to challenge students
 - Examples: Paragraphs, grammar, math concepts, hypothesis, scientific method

Katrina

“When teachers eliminate as much as 50% of the grade level curriculum for gifted students, there is no difference in achievement test results” (Siegle).

Five Most Difficult



♦ Five Most Difficult

- ♦ Choose the five most challenging problems/items on an assignment
 - ♦ The items may appear together or throughout the assignment
 - ♦ Get 4/5 right to “pass”
- ♦ Students who can demonstrate mastery of the skill with the five most difficult problems can move to more challenging work or extension work
- ♦ Use a “checker” to assist with class management
 - ♦ Only once a week
 - ♦ Cannot provide help; just checks answers
 - ♦ Cannot return to a student more than once
- ♦ Cannot correct errors – One Chance
- ♦ Example: Primary and Secondary Sources

Steps of Compacting – Whole Units

- 1. Define the goals and outcomes of a particular unit or skill**
 - ◆ **Examples:** Understanding comma usage; Writing thesis statements; Ratios and Proportional relationships
- 2. Give students time to examine the content to be tested**
 - ◆ Time will vary: 1 min, 5 min, overnight
 - ◆ Gifted students may either already have mastered the skill, or will be able to show mastery after a quick review.
- 3. Offer a pretest opportunity to volunteers**
 - ◆ An opportunity to show mastery
- 4. Provide replacement strategies or extension work for material already mastered that provides a more challenging and productive use of the student's time**

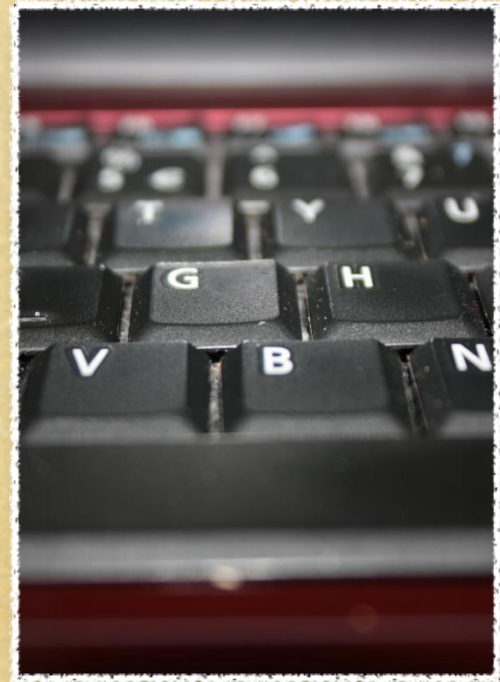
Steps of Compacting – Whole Units

5. Eliminate all standardized test drill, practice, and review for students who demonstrate mastery
6. Decide how to keep accurate records
7. Devise a method for storing compacting documents



The Learning Contract

- ◆ Most effective way for compacting pre-testable content and skills with units lasting longer than a week
- ◆ Students complete extension activities, yet still receive direct instruction in areas they have not mastered
- ◆ The learning contract is for specific skills





Learning Contract

For: _____

Student's Name: _____

✓	Page/Standard	✓	Page/Standard	✓	Page/Standard
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Extension Options: _____

SPECIAL INSTRUCTIONS

Student-Selected Activity (needs teacher approval):

Working Conditions

Teacher's Signature: _____

Student's Signature: _____

List specific skills/standards related to the unit

List options for extension work and have students choose

Write the working conditions for extension work (this could be pre-typed on the form).

Learning Contract

For: Math Chapter 4

Student's Name: Julie

✓	Page/Standard	✓	Page/Standard	✓	Page/Standard
	<u>60</u>	✓	<u>64</u>	✓	<u>68</u>
✓	<u>61</u>		<u>65</u>		<u>69</u>
	<u>62</u>	✓	<u>66 - Mixed Problems</u>		<u>70 - Review Questions</u>
	<u>63</u>		<u>67</u>	✓	<u>Post-Test</u>

Extension Options:

SPECIAL INSTRUCTIONS

Verso-Tiles

Write Story Problems

Cross Number Puzzles

Student-Selected Activity (needs teacher approval):

Working Conditions

1. Use your group's question chip carefully. Refrain from asking the teacher a question someone in your group can answer.
2. If you need help and the teacher is busy, ask someone else, keep trying, or go on to another activity until the teacher is available.
3. Work on math for the entire math period.
4. Do your work without bothering anyone or calling attention to yourself in any way.
5. Keep track of your contract.

Teacher's Signature: _____

Student's Signature: _____

Contract for Reading Skills, Grammar & Language Mechanics

Student's Name: Leandra

✓ <u>58 (plurals)</u> ✓ <u>59 (subject/verb agreement)</u> <u>60 (prefixes)</u> <u>61 (prefixes)</u>	✓ <u>62 (compound words)</u> <u>63 (suffixes)</u> <u>64 (suffixes)</u>	✓ <u>65 (possessives)</u> ✓ <u>66 (possessives)</u> <u>67 (parts of speech)</u>
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Alternate Activities

Record the way you spent your time while the rest of the class was working on standards you have mastered. The only expectation is that you spend your time reading and/or writing.

Date	Activity

Teacher's Signature: _____

Student's Signature: _____

Math Contract

For: Math Chapter 7

Student Name: _____

<input checked="" type="checkbox"/> Page/Concept	<input checked="" type="checkbox"/> Page/Concept	<input checked="" type="checkbox"/> Page/Concept
p. 107, 108: Use Mental math to practice adding tens.	p. 115, 116: To use the problem solving strategy 'make a model' to solve problems.	
p. 109, 110: To count on by tens and ones to a 2-digit number.	p. 117, 118: Extra Practice	
p. 111, 112: To model adding 1-digit to 2-digit numbers.	Chapter Test.	
p. 113, 114: To model adding 2-digit numbers.		

✓If any of the above items are checked, you must participate with the class on that day.

Implementing the Learning Contract

- ◆ Introduce the concept of a learning contract to the entire class.
 - ◆ Avoid win-lose words (qualify, eligible, deserve)
- ◆ Offer a pretest on the unit to ALL students, regardless of perceived skill. Students can volunteer to take the pretest. (Achieving mastery is 90%)
 - ◆ Students can abandon the pretest at any time if they realize they will not achieve mastery



Implementing the Learning Contract

- ◆ Communicate the following (regarding pretest) to students:
 - ◆ Avoid congratulating students for achieving mastery on the pretest
 - ◆ Use phrases such as, **“You have shown you do not need more practice”** or **“You have shown you need more practice.”**
 - ◆ Neither option (learning contract or planned unit) is better than the other
- ◆ Have a meeting with students who have passed at 90% level or higher.
 - ◆ Inform students that with a contract they will be able to work through the unit more independently.
- ◆ Students will join the class for instruction regarding skills they have not yet mastered.

Extension Activities

- ◆ When students document mastery, their first activity should be to engage with **that material** at a higher level
 - ◆ It isn't silent reading time or journal writing time
 - ◆ Focus on depth and complexity
- ◆ Think: How can a standard be extended in more challenging ways?
- ◆ Don't use extension work time to have students work on areas of weaknesses

SLOW



**CHILDREN
PLAYING**

Tic-Tac-Toe Board/Extension Menu

- ♦ Can be used as extension work, a tiered assignment, or a way to offer choice to gifted students



www.exquisite-minds.com

- ♦ Options:
 - ♦ Student choices create a “tic-tac-toe”
 - ♦ Choose one option that ALL students must do
 - ♦ Base on skill level, interest, multiple intelligences, etc.
- ♦ Allows for creativity, and students feel empowered to dictate the direction of the own learning



American Wars Extension Menu

Present a detailed biography of an important person during the time of this conflict. Include evidence of this person's influence during the war period.	Research the patriotic music used by both sides in the war. Point out similarities and differences. Describe how music influences patriotism in civilians and soldiers. Compare the patriotic music of this war to that of other wars.	Locate information about the medical practices used on the battlefield and in field hospitals during this war. Include biographical information about famous medical people of that time.
Discover how military people communicated with each other and with their commander-in-chief during this war. Focus on events in which poorly understood or poorly delivered communications influenced the outcome of a military effort.	Student Choice	Investigate battles in which creative or uncommonly used tactics were employed. OR design strategies that you think would have led to more victories and fewer casualties. Be sure to use only the technology available during that time period.
Discover words or phrases that were "coined" during this war period and remain part of our English usage today.	Investigate other types of wars: between families, clans, children in school, mythical creatures, etc. Share information about them and include a comparison of elements found in a traditional war between countries.	Investigate and describe ways in which this conflict or wars in general could be avoided.

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Biography Extension Menu

Create a bibliography of biographies in a specific category. Examples: women, astronauts, children, musicians, inventors, sports heroes, entertainers. Read those that look interesting to you. Find a way to get others interested in reading them.	Read three biographies in a specific category (see the box at the left). Illustrate the elements they have in common.	Illustrate the relationship between the subject's life and the time period in which he or she lived. Include information about specific events and how they influenced the person's life.
Describe gender or ethnic issues in biographies written for your age group during the past 10 years, and during the first 5 years of any previous decade.	Student Choice	Discover some things about which the subject would have been proud. Use these to create his or her obituary and epitaph.
Create an illustrated timeline showing major and minor events in the subject's life. Create a second timeline showing things the person might have wanted to do or accomplish.	Act out a biography of a person who was connected to a particular historical event your classmates are studying. Challenge your audience to guess the person's identity.	Use photography to illustrate the "snapshot method" of biography, in which you show common themes or elements found in three biographies.

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WASHINGTON STATE FINAL PROJECT: TIC-TAC-TOE STUDENT CHOICE ACTIVITIES

Anchor Standard: LA/Reading: Integration of Knowledge and Ideas

Anchor Standard: LA/Writing: Research to Build and Present Knowledge

Common Core Standards:

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Conduct short research projects that build knowledge about a topic.
- Draw evidence from literary or informational texts to support analysis, reflection and research.

<p>1. Construct a diagram or model that shows an event in Washington State History. Incorporate symbols or drawings to represent each branch.</p> <p><i>20/20</i> * Suffrage movement clay model was amazing! Your attention to detail was impressive!</p>	<p>2. Create a PowerPoint Presentation that explains three important decades in Washington State History. Include details about government, economics and world events that impacted Washington State.</p>	<p>3. List 5 different powers held by the state government and 5 held by the federal government, such as controlling the military or running schools. Make a 2-column chart, one for each level of government. List the powers of each along with details about what each does.</p>
<p>5. Choose any Washington State Governor. Research facts about him/her, his/her accomplishments, disappointments and the era in which he lived. Write a journal this Governor might have written telling about his time in office. Your journal must have at least 6 entries with dates and historical details.</p> <p><i>17/20</i></p>	<p>4. On the Internet, find pictures and information about the geography of Washington State. Create a power point that explains the five regions and the cities and landforms that exist in these three regions.</p>	<p>6. Student Choice: Create your own learning activity that you believe follows the Common Core Standards above. Prior to starting the activity, get permission from your teacher.</p>
<p>7. Explain the history of how Washington became a state. Create a timeline of key events in the first 50 years of the states history.</p> <p><i>20/20</i></p>	<p>8. Write and perform a poem or rap or a short skit describing an event integral to Washington State History. Present to the class.</p>	<p>9. Make a dictionary of 20 terms pertinent to our Washington State Lessons.</p> <p><i>* look at the vocab, you need to include parts of speech into your definitions.</i></p> <p><i>18/20</i></p>

I/we chose activities # 1, # 5, and # 9.

definitions.

Monitoring Extension Activities

- ◆ Handouts:
 - ◆ “How to work Independently on Extension Activities”
 - ◆ “The Essential Rules for Independent Work”
- ◆ Just for gifted?
 - ◆ It is beneficial for all students



www.pacificlearning.com



How to Work Independently on Extension Activities

- ✓ Listen to the teacher's lesson if you are required to do so.
- ✓ Ask any questions you have about the lesson while it is being taught.
- ✓ Do the problems or activities you are asked to do.
- ✓ When you are allowed to, select an extension activity.
- ✓ Work on the extension activity for the rest of this period.
- ✓ Working with a partner is okay; if you need help, ask your partner for help first.
- ✓ Follow the Essential Rules for Independent Work at all times.
- ✓ Check the answers if they are available.
- ✓ If you need to talk to the teacher, let her or him know in an agreed upon way so that you do not interrupt instruction.
- ✓ If you finish early, either select another activity or make a more difficult version of the one on which you have been working.
- ✓ If you are working in math, make up some more difficult problems just like the ones the class is working on, or create some word problems for others to solve.
- ✓ Complete the necessary record keeping.
- ✓ File your extension work in the required location.

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The Essential Rules for Independent Work

1. Do your work without bothering anyone.
2. Work on your extension activity without calling attention to yourself; please don't talk while the teacher is teaching.
3. Refrain from asking the teacher questions while he or she is working with other students.
4. Do the extension activity you have agreed to complete. If you finish it before the class is finished working, choose another extension activity.
5. Keep records of the tasks you are working on in the way your teacher has explained.

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Grading Extension Work

- ◆ You don't – Most of the Time
- ◆ Grades entered are the ones that document student mastery
 - ◆ Add comments to the gradebook about extension work
 - ◆ Monitor all curriculum modifications on the Compacting Form
- ◆ Compacting Form
 - ◆ Created by Joseph Renzulli and Linda Smith
 - ◆ Use a separate one for each student
 - ◆ Store them in a specific place
 - ◆ I keep them in electronic folders

THE COMPACTOR

Joseph Renzulli and Linda Smith

Student's Name:

Areas of Strength	How Mastery Was Documented	Alternate Activities
Identifying Primary and Secondary Sources	Completed the Five Most Difficult First	Optional question about bias is mandatory
Mesopotamia Geography	Study Guide Method 3.1 Grade Cam Quiz – 10/10	Game Board (Standard #1) Poem (Standard #2)
[Type here]	[Type here]	[Type here]
[Type here]	[Type here]	[Type here]



ELA CCSS HICAP Grade 4

READING STANDARDS FOR LITERATURE

Key Ideas

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Compact and Accelerate: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. *Compact and Accelerate: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *Compact and Accelerate: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)*

Craft and Structure

READING STANDARDS FOR INFORMATIONAL TEXT



Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Compact and Accelerate: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. *Compact and Accelerate: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. *Compact and Accelerate: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.*

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Cross-Impact Matrix (CIM)

What Impact does this → Have on this? ↓	A The 1860 election of Abraham Lincoln	B The attack on Fort Sumter	C The emancipation Proclamation	D Lee's Surrender to Grant in 1865
1 Economy				
2 Politics				
3 Race Issues				
4 Social Structure				

Cross-Impact Matrix (CIM)

What Impact does this → Have on this? ↓	A Pig 1	B Pig 2	C Pig 3	D Big Bad Wolf (BBW)
1 Pig 1	Black	Light Gray	Light Gray	Light Gray
2 Pig 2	Light Gray	Black	Light Gray	Light Gray
3 Pig 3	Light Gray	Light Gray	Black	Light Gray
4 Big Bad Wolf (BBW)	Light Gray	Light Gray	Light Gray	Black

Example of Adding Depth

General Education Students	Gifted/Highly Capable
<p>Students measure the number of seconds/minutes it takes their team to accomplish various tasks.</p>	<p>Give students the following task: Is it better to have 4000 seconds or 6 hours? Prove it in pictures and words.</p>
<p>Students determine the difference between their time and their partner's time, record it on a group and compare the sum or difference.</p>	<p>Give students the following task: What is the average time for third graders to (choose your own... eat lunch, line up, finish a particular assignment)? Show your answer in words and pictures/graphs to the nearest minute and hour.</p>



PRODUCT CHOICES CHART



Auditory	Visual	Tactile-Kinesthetic	Technology
Audio recording Autobiography Book Classifying Commentary Crossword puzzle Debate or panel talk Dialogue Documentary Editorial Essay Experiment Family tree Finding patterns Glossary Interview Journal or diary Learning Center task Letter to editor/author Limerick or riddle Mystery Newspaper Oral report Pattern and instructions Petition Position paper Press conference Reading Scavenger hunt Simulation game Song lyrics Speech Story or poem Survey Teaching a lesson Trip itinerary Written report (Auditory because people write thoughts they "hear" in their minds)	Advertisement Art gallery Brochure Coat of arms Collage Coloring page Comic book or strip Costume Decoration Design Diagram Diorama Drawing or painting Flow chart Graphic organizer Greeting card Hidden pictures Multimedia presentation program Illustrated manual Illustrations Learning Center visuals Magazine Map Mural Pamphlet with pictures or icons Photo album Photo essay Picture dictionary Political cartoon Portfolio Poster Rebus story Scrapbook Slide show Travelogue TV program Video Website	Acting things out Activity plan for trip Collection Composing music Dance Demonstration Diorama Dramatization Exhibit Experiment Field experience Flip book or chart Game Game show How-to book Invention Jigsaw puzzle Learning Center—hands-on tasks <u>Manipulatives</u> Mobile Model Museum exhibit Patter creation/demonstration Papier-mâché Photograph Play or skit Pop-up book Project cube Puppet show Rap or rhyme Reader's Theater Rhythmic pattern Role-play Scale drawing Sculpture Simulation game Survey	Animation App Blog Broadcast over TV, radio, or the Internet Competition <u>Cyberhunt</u> Digital game Forum <u>iMovie</u> Multidimensional video (e.g., 3D) Online quiz Podcast Presentation Research Song or jingle Virtual site visit <u>Webquest</u>

Changing Our Mindset



Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT ...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Project-Based Learning

- ◆ Leader = **BIE**
 - ◆ Buck Institute

- ◆ **Why?**

- ◆ Active, not passive
- ◆ Real-world relevance
- ◆ Students retain learning longer
- ◆ More than just basic knowledge and skills
 - ◆ Responsibility, confidence, problem solving, collaboration, communication, creativity
- ◆ Include technology
- ◆ High-quality, meaningful work



Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Elements of PBL include:

- **Significant Content** - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st century competencies** - Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
- **In-Depth Inquiry** - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
- **Driving Question** - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- **Need to Know** - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- **Voice and Choice** - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- **Critique and Revision** - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- **Public Audience** - Students present their work to other people, beyond their classmates and teacher.

PBL Video

TAF ACACEMY-FEDERAL WAY

The TAF Academy School in the Federal Way School District uses project-based learning as a core method of curriculum delivery. Students are graded on how they meet the standards in collaboration, time management, subject knowledge and integration, resource acquisition and usage, presentations, writing, information synthesis and building the final product. Projects, which tie together history and current issues, are presented to a public audience four times a year. That's one example of the kind of authentic education our students need to get them ready for college, career and citizenship."

Trish Millines Dziko, "Guest: The endless rounds of testing for Washington students", *The Seattle Times*, September 30th, 2013.

Tiering

- ◆ “Ratcheting” up or down the challenge level based on readiness level
- ◆ Begin with the standard/benchmark performance, and then raise the challenge level
- ◆ Don’t tier every aspect of the lesson/assignment
 - ◆ Stay focused on one concept or task, especially as you are learning to tier
 - ◆ **Example: Analysis of bias in newspaper articles**
 - ◆ **Fact vs opinion, conjecture, persuasive techniques, logical fallacies, slant, etc.**
- ◆ **Handout: Increasing Complexity and Challenge**

Tiered Lessons and Tiered Assignments

♦ Tiered Lessons:

- ♦ “A teaching strategy in which teachers assess the readiness level (interest, prerequisite knowledge, and skill level) of their students and group them accordingly for both instruction and production” (Lafferty).

Emily

♦ Tiered Assignments:

- ♦ A method for differentiating projects for multiple levels of students
- ♦ Students self-assess the challenge level for themselves
- ♦ Advanced and Most Challenging options should not simply be more work; should be a higher level of work

Example of a Tiered Lesson – Social Studies

Enduring Understanding: People stopped nomading and settled down.

	Group #1 Have not demonstrated mastery	Group #2 Demonstrated Mastery of basic knowledge	Group #3 Mastery understanding of the overall system
In Class	<ul style="list-style-type: none">• Focus on the reasons why people stopped nomading• Read about the end of nomading and how early villages developed• Create a mural or timeline to demonstrate understanding	<ul style="list-style-type: none">• Create a skit that illustrates a timeline of how and why people stopped nomading and settled down• Focus on cause and effects	<ul style="list-style-type: none">• Create a modern dance that illustrates the factors that led to humans settling down into early villages• Demonstrate mastery through movement and drama• Focus on cause and effect; and relationships between the past and the present

Tiered Assignment – SS Example


Required Standard	Entry-Level Activities	Advanced Activities	Most Challenging Activities
<p>Subject: Informational Reading</p> <p>Concept: Finding Evidence</p> <p>Standard: Draw evidence from informational texts to support analysis, reflection, and research (WHST.6-8.9)</p>	<p>1. Create a Venn diagram to illustrate the comparison between the <u>Mesopotamian religion</u> and another religion of your choice (does not need to be your own religion).</p> <ol style="list-style-type: none"> Use at least 2 sources Record at least 5 facts in each section of the Venn diagram. Cannot get higher than a 3.7 if this project is chosen. 	<p>1. Create a large poster drawing of a <u>ziggurat</u> detailing major components of the religious building and labeling key parts of the ziggurat. Include a written piece that explores the importance of the ziggurat and the role it played in Sumerian city-life.</p> <ol style="list-style-type: none"> Use at least 3 sources 	<p>1. Research and discuss in detail three examples of societies, besides Sumer, that also believed in <u>polytheism</u>. These societies can be from the past or the present. Also, discuss how polytheism in different from monotheism, and how it might impact a society.</p> <ol style="list-style-type: none"> Use at least 3 sources Present in a format of your choice

NAGC – Common Core Ideas Tiered Assignments Related to Standards

Grade and Standard	Typical Learner Activity	Advanced Learners
<p data-bbox="343 475 504 515">Grade 8</p> <p data-bbox="175 591 678 976">RI.8.6.: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p data-bbox="171 1300 320 1340">Katrina</p>	<p data-bbox="730 475 1257 862">Students will review opinions from a Supreme Court case, determine each author's point of view, and summarize how he or she responds to the other viewpoints.</p> <p data-bbox="730 876 1257 1086">Students will create a graphic organizer comparing the two points of view.</p>	<p data-bbox="1306 475 1818 1029">Advanced students will review opinions from a Supreme Court case, determine each author's point of view, summarize other viewpoints, and then prepare a written rebuttal to the author's point of view in the same format.</p>

NAGC – Common Core Ideas Tiered Assignments Related to Standards

Grade and Standard	Typical Learner Activity	Advanced Learners
<p data-bbox="363 475 527 515">Grade 8</p> <p data-bbox="195 591 699 972">SL.8.5.: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p data-bbox="759 475 1251 862">Students are presented with textual information on a current event with the task of developing a presentation to teach their classmates about the topic.</p>	<p data-bbox="1315 475 1818 976">Advanced students are presented with textual information on a current event with the task of developing a multimedia presentation with interactive elements to teach their classmates about the topic.</p>

	Approaching Standard	Meeting Standard	Exceeding Standard
Learning Target	Use problem solving strategies to accurately solve the problem using one operation	Use problem solving strategies to accurately solve the problem using one operation	Use problem solving strategies to accurately solve the problem using two operations
Content Catalyst	Using... Teacher created problems and centers.	Using... Teacher created problems and centers.	Using... Teacher created problems and centers. 
Process	Students will... Work with the teacher in small groups to practice writing answers to one operation story problems in complete sentences.	Students will... Work with the teacher in small groups to practice writing answers to one operation story problems in complete sentences.	Students will... Work with the teacher in small groups to practice solving story problems with two operations.
Product	And demonstrate understanding by... Successfully completing the assigned story problems and center work.	And demonstrate understanding by... Successfully completing the assigned story problems and center work.	And demonstrate understanding by... Successfully completing the assigned story problems and center work.
Whole Class Sharing	Review the steps for successfully solving a story problem. Provide an example from the day's work.	Review the steps for successfully solving a story problem. Provide an example from the day's work.	Review the steps for successfully solving a story problem. Provide an example from the day's work.

Katrina

DDM – Digging Deeper Matrix

- ◆ Provides a tiered system for creating activities at all levels of Bloom's that are rigorous and complex
- ◆ Moves all students into advanced levels of thinking, while respecting varying needs for academic difficulty
- ◆ **Levels**
 - ◆ Level 1 (Blue): All students
 - ◆ Level 2 (Pink): Some students
 - ◆ Level 3 (Green): Advanced Learners
- ◆ **Could be used...**
 - ◆ Homework provided to all students; small groupings
 - ◆ Extension Work (the Advanced Options)
 - ◆ For individuals or small groups
 - ◆ As a guide for instruction
 - ◆ Selected activities used during lessons
 - ◆ As sequential movement
 - ◆ As an assessment tool for curriculum and instructional purposes

Digging Deeper Matrix (DDM)

Unit:

Standards

Students will know:

Students will be able to:

Students will understand:



	RECALL (R)	UNDERSTAND (U)	APPLY (A)	ANALYZE (Z)	EVALUATE (E)	CREATE (C)
LEVEL 1 FACTUAL	FOR ALL STUDENTS Specific/Concrete (1R)	Translate (1U)	Original Way (1A)	Individual Elements (1Z)	Check Clarity (1E)	Reorganize (1C)
LEVEL 2 PROCEDURAL	Tools/Skills (2R)	Interpret (2U)	FOR SOME STUDENTS Practical Way (2A)	Relationship Among Ideas (2Z)	Judge Accuracy (2E)	Formulate (2C)
LEVEL 3 CONCEPTUAL	Abstract Information (3R)	Extrapolate (3U)	FOR ADVANCED STUDENTS Creative Way (3A)	Principles Governing Elements (3Z)	Critique Validity (3E)	Innovate (3C)
ASSESSMENTS						

Based on Anderson, Lajoie, W., and David N. Gaskins, eds. *Assessing for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, 2001.
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Digging Deeper Matrix (DDM)



Unit: Revolution and the New Nation 1763-1820

Standards: The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.

Students will be able to:

- Analyze complex economic, political, and philosophical conflicts leading to the American Revolution.
- Explain how and why the American colonists won the war against the more superior British resources.
- Interpret the impact the Revolutionary War had on groups within American society.
- Infer the impact of revolution on nations and groups of citizens within those boundaries.

Students will understand:

- The causes, effects, and consequences of revolution.

Students will know:

- Important vocabulary, dates, and events (such as treaties, battles, political writings, and relations with foreign nations and Native Americans) related to the American Revolution.
- Important political, economic, military, and cultural figures related to the American Revolution (such as George Washington, Samuel Adams, John Adams, Paul Revere, Thomas Jefferson, Charles Cornwallis, Marquis de Lafayette, Thomas Paine, Patrick Henry, John Locke, and Baron de Montcalm).
- Important debates and facts over slavery; status of free blacks, women, and Native Americans; migration to Canada; and the westward movement of white settlers.



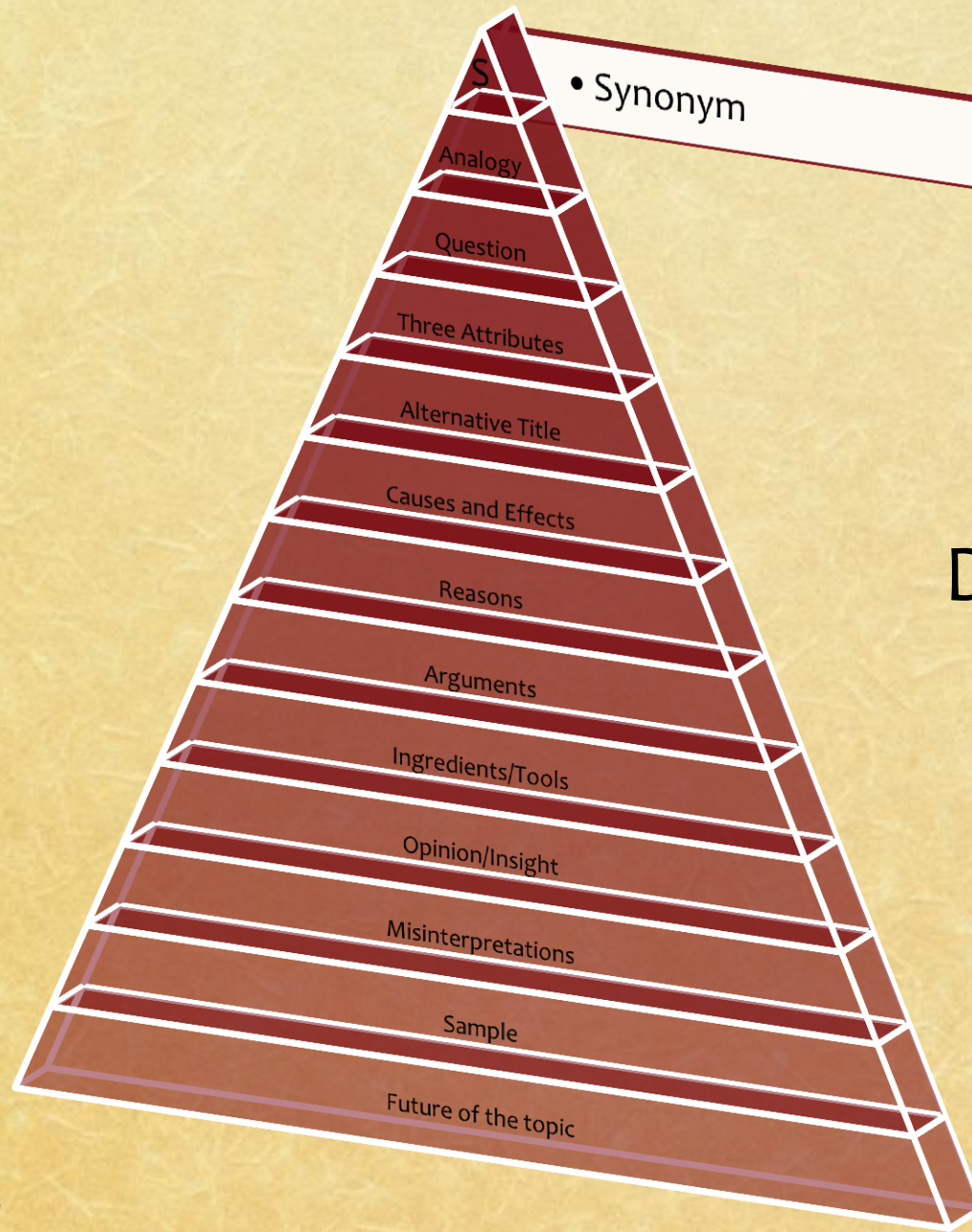
	RECALL (R)	UNDERSTAND (U)	APPLY (A)	ANALYZE (Z)	EVALUATE (E)	CREATE (C)
LEVEL 1 FACTUAL	Specific/Concrete (1R) List important dates of the Revolutionary War	Translate (1U) WHAT? What led to the colonists' revolt against Britain?	Original Way (1A) How did the Treaty of Paris change the mapping of territories of North America?	Individual Elements (1Z) What were the basic disagreements among the Native Americans, colonists, British and French?	Check Clarity (1E) Why did the Native Americans, colonists, British and French have their disagreements?	Reorganize (1C) Put yourself in the role of a colonial ambassador. What message would you send to Britain or France?
LEVEL 2 PROCEDURAL	Tools/Skills (2R) Describe how the Red Coats attacked Boston.	Interpret (2U) SO WHAT? Why was this revolt important?	Practical Way (2A) How did the change of territories after the Treaty of Paris affect the colonists?	Relationship Among Ideas (2Z) How did these disagreements relate to each other?	Judge Accuracy (2E) In what ways might any or all of the disagreements have been avoided?	Formulate (2C) Put yourself in the role of a British ambassador. What plans would you make to settle disputes in the colonies?
LEVEL 3 CONCEPTUAL	Abstract Information (3R) Define a revolution.	Extrapolate (3U) NOW WHAT? What effect has the American Revolution had on our nation and Britain?	Creative Way (3A) Describe a modern day conflict where map boundaries were redrawn.	Principles Governing Elements (3Z) Why did each group seek control?	Critique Validity (3E) What made one group's claim more valid than the other group's claims?	Innovate (3C) Create a position statement that would either support or oppose colonization.
Assessment Examples	Paper/Pencil Test	Essay	Performance	Graphic Representation	Essay Persuasive Speech Role Play	Speech/Debate Research Proposal Graphic Representation

Based on Anderson, Lois W., and David R. Kravitz, eds. *Assessing for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, 2001.
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Differentiation Menu

- ♦ Designed to give learners choice of tasks, while still ensuring that each learner focuses on knowledge, understanding and skills designated as essential.
 - ♦ **Main Course:** All students are required to complete
 - ♦ **Side Dishes:** Students *MUST* select an option or two
 - ♦ **Desserts:** Optional extension or enrichment tasks.



• Synonym

Differentiation Pyramid

RAFT



- ◆ Role, Audience, Format, Topic
- ◆ Process:
 - ◆ Student chooses one from each column to create a unique task
- ◆ Tasks can be tiered...
 - ◆ Provide certain students/groups with combinations that are straightforward or more abstract
- ◆ T could also stand for Time
 - ◆ Instead of topic, students can choose a time period.

Role	Audience	Format	Topic
A southern orphan living under a train depot	President Lincoln at the White House	A personal journal entry	Reconstruction of the United States
A southern colonel who has returned to the South to find that his plantation burned to the ground	A group of Civil War Veterans gathered at a cemetery to remember a friend	Personal monologue	Why the South tried to secede from the Union
A northern industrialist	School children ten years after the Civil War ended	A set of drawings	The abolitionists
Harriet Tubman	A news reporter doing a story	A speech	Abraham Lincoln's presidency

Role	Audience	Format	TIME
The mayor of Vicksburg, Mississippi	Congress	Rap or Song	Two years before the war ends
A Japanese immigrant living in the United States, building railroads	A group of Civil War veterans gathered at a cemetery to remember a friend	Editorial letter in major newspaper	May 18, 2010
A northern industrialist	A group of European politicians of the 1800s	Political cartoon	During the McCarthyism of the 1950s
Robert E. Lee (chosen for his complex views, reflecting both North and South arguments)	Mrs. Bixby, who legend says lost four sons on the battlefield	PowerPoint presentation	Two years after the Civil War, during the Reconstruction era

Work Time!

- ♦ Create a CIM, DDM, Tic Tac Toe, Menu Tiered Assignment or Tiered Lesson

- ♦ How did work time go?
 - ♦ Problems?
 - ♦ Where do you see this working out in your classroom?

Grading and Assessment

- ◆ Straight Ahead, Uphill, Mountainous
 - ◆ Differentiate homework and assessments
- ◆ Ten Approaches to Avoid When Differentiating Assessment and Grading



Straight Ahead – Uphill - Mountainous

- ◆ **Straight-Ahead**

- ◆ Instructions guide you from start to finish

- ◆ **Uphill**

- ◆ Instructions take you about half-way, then drop you off to see if you can finish

- ◆ **Mountainous**

- ◆ Instructions get you started, but you guide the task for most of the journey

Straight Ahead – Uphill - Mountainous

- ◆ **Straight-Ahead**

- ◆ All grade-level content, skills, and language

- ◆ **Uphill**

- ◆ Mostly grade-level content and skills; language may be slightly above grade-level

- ◆ **Mountainous**

- ◆ Content and skills extend beyond the grade-level framework; cognitively demanding diction

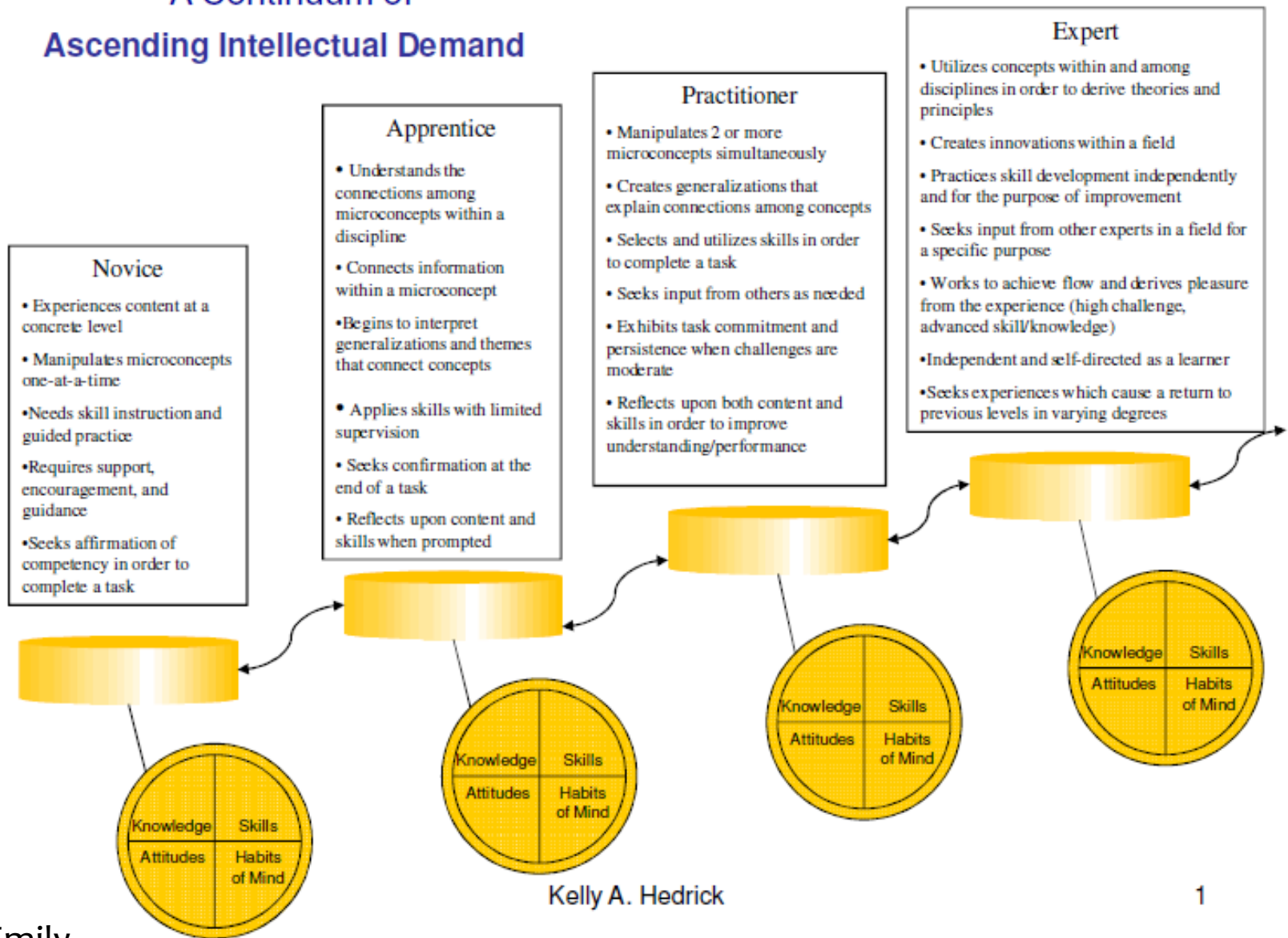
Nine Approaches to Avoid When Differentiating Assessment and Grading

1. Avoid incorporating nonacademic factors (behavior, attendance, effort) into the final grade
2. Avoid penalizing students' multiple attempts at mastery
 - ♦ We could be holding the student's development against him/her
3. Avoid grading practice work (homework)
 - ♦ Homework is assessed *while* learning, letter grades should be given *post-learning*

Emily

4. Avoid withholding assistance with the learning when it's needed
5. Avoid assessing students in ways that do not accurately indicate their mastery
6. Avoid allowing extra credit and bonus points
 - ♦ Advanced students need to have a higher operating level in most of their work, not just the occasional extra credit opportunity
7. Avoid group grades
8. Avoid grading on a curve
9. Avoid recording zeros for work not done

A Continuum of Ascending Intellectual Demand



Kelly A. Hedrick

Online Resources

- ◆ [Live Binder](#)
 - ◆ E-mail me with links, projects you create, etc.
 - ◆ Let's create a rich shared resource!
- ◆ [BIE – Buck Institute/Project Based Learning](#)

We need students to get
more **DEEPLY INTERESTED** in things,
more **INVOLVED** in them,
more **ENGAGED** in wanting to know,
to have projects that they can
get **EXCITED** about and work on
over long periods of time,
to be **STIMULATED**
TO FIND THINGS OUT ON THEIR OWN.

- Gardner

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