

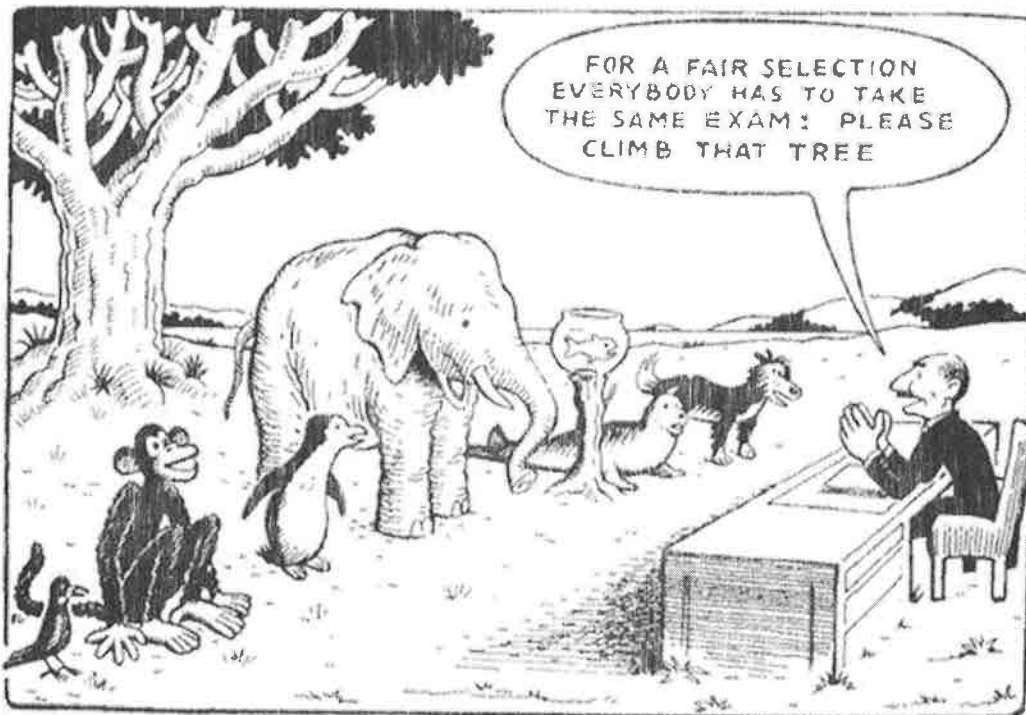
# Getting Started with Differentiation in Middle School

Meeting the needs of high-ability and gifted learners in the middle grades

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"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid." –Albert Einstein

## Differentiating with Skill-Based Content

I was intrigued by...

Questions I have:

Notes and Ideas:

## Extension Activities

I was intrigued by...

Questions I have:

Notes and Ideas:

## Differentiating with Content-Based Content

I was intrigued by...	Questions I have:
Notes and Ideas:	

## Tiered Lessons and Tiered Assignments

I was intrigued by...	Questions I have:
Notes and Ideas:	



# 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: \_\_\_\_\_



## Extension Menu

	<b>Student Choice</b>	



## 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.	<b>Student Choice</b>	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.



## 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.



## 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.

## Cross-Impact Matrix (CIM)

What impact does this have on this?	A	B	C	D	E
1					
2					
3					
4					
5					



## American Wars Study Guide

### Be prepared to:

1. Discuss the political, social, and economic causes of the war.
2. Explain the basis of the economy for both sides before the war began.

\* CHECKPOINT: \_\_\_\_\_ : Assessment for 1-2 \*

DATE

3. Give the meanings of all designated vocabulary words.
4. Show on a map the disputed territory before the war began, at its midpoint, and at its end.
5. Recite from memory an important speech from this particular war period on a war-related topic. Be able to explain its background and significance.

\* CHECKPOINT: \_\_\_\_\_ : Assessment for 1-5 \*

DATE

6. Describe typical battle conditions experienced by soldiers and commanders. Include information about commonly used battle tactics.
7. Narrate a first-person biographical sketch of a person connected to the war effort.
8. Write an account of a non-battle event related to the war and post it on an appropriate website.
9. Describe the peace plan—its location, components, and effects.
10. Summarize the implications of this war in today's time period. Hypothesize how history would have turned out differently if the other side had won. Make predictions for the decade following the war as well as for the present time.

\* CHECKPOINT: \_\_\_\_\_ : Final Assessment for 1-10 \*

DATE

# ★ EARLY CIVILIZATIONS STUDY GUIDE ★

## BE PREPARED TO:

1. Describe how geography shaped the lives of ancient Greeks. Your description should include landscape, climate, agriculture, resources, and water use.
2. Summarize ways in which trade influenced Greek culture.

\* CHECKPOINT: [4/ 04 / 14]: Assessment for 1–2 \*

3. Select a Greek myth or fable to read and research. Summarize the myth or fable, and explain what that myth or fable reflects about Greek beliefs.
4. Analyze how the Greek's belief system impacted the rules they followed and their Greek culture (i.e. literature, art, architecture, government, etc.)
5. Compare and contrast the ancient Greek Olympic games to the modern Olympic games. Think about: traditions, events, segregation/gender issues, etc.
  - a. Utilize a current events article, from the 2014 Winter Olympics, as part of this standard.
6. Research either the Iliad or the Odyssey, and explain how it influences our literature, language, and movies today.
7. Write and present a speech (as part of your final presentation) to ordinary citizens from the perspective of a leader in the Greek democracy. The speech should include arguments against the use of monarchies, oligarchies, and tyrants. The arguments should be supported by facts and examples.
8. Trace the evolution of Greek government (including major players) and describe the Greek political organization, include differences in limited and direct democracy, and people who may have been excluded.

\* CHECKPOINT: [4 / 25 / 14]: Assessment for 1–8 \*

9. Give the meanings of all designated vocabulary words: peninsula, Peloponnesus, isthmus, Phoenicians, Zeus, Mount Olympus, myth, epic poem, fable, polis, aristocracy, oligarchy, tyrant, citizen, democracy, helot, barracks, Pericles, direct democracy, Delian League, Acropolis, Parthenon, Peloponnesian War, plague, truce, catapult, Alexander the Great, Hellenistic, Alexandria, drama, tragedy, comedy, ideal, philosophy
10. Compare and contrast life in Sparta and life in Athens.
11. Explain how the Persian Wars led to Greek unification.
12. Explain the legacy of classical Greece on the modern world, including ideas about democracy, architecture, philosophy, and science.
13. Research various buildings in the United States that have been influenced by ancient Greek architecture. Select a building, describe its construction, and connect it to Greek architectural styles.
14. Analyze the causes and effects of the Peloponnesian War.
15. Agree or disagree with the following statement and complete a CEE paragraph (with evidence) to support your answer: The blended culture created by Alexander the Great's empire forms a basis for culture in countries that exist in those lands today.
16. Create an interview between yourself and a Greek philosopher (Socrates, Plato, or Aristotle). Use quotes and other research to inform the class.

\* CHECKPOINT: [05 / 16 / 14]: Final Assessment for 1–16 \*





# The Compactor

Joseph Renzulli and Linda Smith

Student's name: \_\_\_\_\_

Alternate Activities				
How Mastery Was Documented				
Areas of Strength				

## TIERED ACTIVITIES CHART

Unit: Mesopotamian Religion and Beliefs

Required Standard	Entry-Level Activities	Advanced Activities	Most Challenging Activities
<p><b>Subject:</b> Informational Reading</p> <p><b>Concept:</b> Finding Evidence</p> <p><b>Standard:</b> Draw evidence from informational texts to support analysis, reflection, and research (WHST.6-8.9)</p>	<p>1. Create a <b>Venn diagram</b> 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"> <li>Use at least 2 sources</li> <li>Record at least 5 facts in each section of the Venn diagram.</li> <li>Cannot get higher than a 3.7 if this project is chosen.</li> </ol>	<p>1. Create a <b>large poster</b> 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"> <li>Use at least 3 sources</li> </ol>	<p>1. <b>Research and discuss</b> 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"> <li>Use at least 3 sources</li> <li>Present in a format of your choice</li> </ol>

	4.1	4	3.7	3.4	2.8	2
	<b>Exceeds Standard</b>		<b>Meets Standard</b>		<b>Approaches Standard</b>	<b>Minimal</b>
<p><b>Document Based Evidence and Analysis</b></p> <p>CCSS ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis.</p>	<ul style="list-style-type: none"> <li>Uses multiple, specific pieces of text-based evidence from documents (including quotations)</li> <li>Evidence provides meaningful and significant development of main ideas</li> <li>Effectively integrates evidence in the project</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple, specific references to documents to support general claim and ideas; may not use quotations</li> <li>Evidence extends some ideas</li> <li>Adequately integrates evidence in the project</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple, specific references to documents to support general claim and ideas; may not use quotations</li> <li>Evidence extends some ideas</li> <li>Adequately integrates evidence in the project</li> </ul>	<ul style="list-style-type: none"> <li>Uses only general evidence from text(s); may only use 1 text</li> <li>Uses evidence, but it does not always support ideas</li> <li>Information from text weakly integrated</li> </ul>	<ul style="list-style-type: none"> <li>Does not use text-based evidence</li> <li>Uses general evidence that does not support idea</li> <li>Very general; not clear sources were used.</li> </ul>	

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# Digging Deeper Matrix (DDM)

Unit:

Standard:

Students will know:

Students will be able to:

Students will understand:

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

## Figure 8.5 Digging Deeper into Bloom's: History Example (Upper Grades)<sup>8</sup>

**Unit:** Revolution and the New Nation 1763–1820

**Standard:** The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.<sup>9</sup>

**Students will know:**

1. Important vocabulary, dates, and events (such as treaties, battles, political uprisings, and relations with foreign nations and Native Americans) related to the American Revolution
2. 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 Montesquieu)

3. Important debates and facts over slavery; statues of free blacks, women, and Native Americans; migration to Canada; and the westward movement of white settlers

**Students will be able to:**

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

**Students will understand:** the causes, effects, and consequences of revolution

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

<sup>8</sup> Based on Anderson, et al., 2001.

<sup>9</sup> Adapted from Minnesota Academic Standards in History and Social Studies, United States History Grades 4–8, Minnesota Department of Education, May 15, 2004.