

Differentiation

We will differentiate instruction for students in the following ways:

Pace

All students begin with a similar topic/project, performance together. Students who do not satisfactorily complete the work are given additional instruction until they succeed. Students who master the topic early engage in enrichment activities until the entire class can progress together.

Interest

Students can choose topics according to their own inquiry structures. These are opportunities where the teacher is measuring a benchmark skill and the content can vary.

Learning Style or Multiple Intelligences

Learning Style - Students approach the project topic based upon their learning preferences. Visual learners learn through seeing and watch the visual clues (body language, video, pictures, flow charts, etc.) to determine importance and meaning. Auditory learners learn through listening and need to hear the information (lecture, discussion, dialogue, etc.) to determine importance and meaning. Kinesthetic learners learn through moving, doing, and touching with a heavy emphasis in doing the work for themselves.

Multiple Intelligences—Spatial Intelligence, Linguistic Intelligence, Logical Intelligence, Kinesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, or Musical intelligence

Process

Students may be assigned different performance tasks based upon the mastery components needed to be measured. For instance, in one project a student may be in charge of the presentation where mastery is measured according to their ability to communicate and sway audience perception. In another project, that same student may be in charge of conducting the experimental design process. The process is the measurement standard when differentiating by process.

Product

All students may be working on the same project, and may be measured on the same process mastery but the product or outcome may be different from child to child. For instance, students working on their individual energy footprint may all have the same thinking skill measurements, but one might display their learning in a skit where another uses a series of diagrams in a PowerPoint.

Content

Students are working on different content while being measured on their performance skills. In this case, a student may be working on a multi-disciplinary project where the outcomes are that they produce a sustainability white paper. One student may choose to work on their energy footprint while another chooses to work on their economic footprint. The content is different, but the process and products are the same.