

How can we provide opportunities to Differentiate?



Thinking Skills - **T/S**



Content - **C**



Depth & Complexity - **D/C**



Research/Resources - **R**

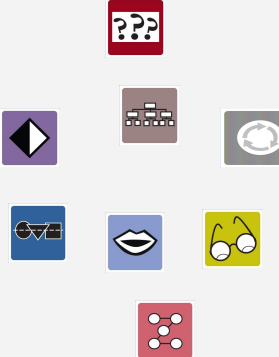



Product - **P**

5. How can we bring this all together?

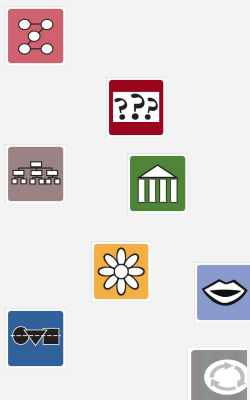
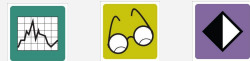
Write Task Statements for Units and Lessons

Students will _____(T/S) the _____ (DC) within
_____ (Content) by using _____ (Resources)
to create a _____ (Product).

| Thinking Skills T/S | Content C | Depth & Complexity D/C | Research/ Resources R/S | Product P |
|--|---|--|---|--|
| <ul style="list-style-type: none"> •Infer •Solve •Compare •Categorize •Create •Design •Redesign •Prove •Judge with Criteria •Prove with evidence | <p>(What content/standard is being covered?)</p> |  | <ul style="list-style-type: none"> •Reading •Observing •Writing •Solving •Listening •Textbook •Scope/Story Works •Primary Document •Article •Video •Audio •Internet •interview | <p>(What product will be an authentic reflection of the learning?)</p> |
| <p>Compare and contrast</p> | <p>Compare the economic development of the three colonial regions including: A. agriculture and exports as affected by climate and natural resources B. a labor system utilizing indentured servants C. slave labor central to the growth of the economy</p> |  | <p>Read textbook View video</p> | <p>Venn diagram</p> |

Task Statement

Students will compare and contrast (T/S) the details, influences, and overarching ideas (DC) within the economic development of the three colonial regions (Content) by reading their textbook and viewing a video (Resources) to create a Venn diagram (Product).

| <p>Thinking Skills T/S</p> | <p>Content C</p> | <p>Depth & Complexity D/C</p> | <p>Research/ Resources R/S</p> | <p>Product P</p> |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • Infer • Solve • Compare • Categorize • Create • Prove • Design • Redesign • Judge with Criteria • Prove with evidence <p>Bloom's Verbs</p> | <p>(What content/standard is being covered?)</p> |  | <ul style="list-style-type: none"> • Reading • Observing • Writing • Solving • Listening • Textbook • Scope/Story Works • Primary Document • Article • Video • Audio • Internet • interview | <p>(What product will be an authentic reflection of the learning?)</p> |
| <p>Analyze and evaluate</p> | <p>Marketing</p> |  | <p>Commercials Print ads Social media</p> | <p>Design a commercial</p> |

Students will _____(T/S) the _____ (DC) within
_____ (Content) by using _____ (Resources)
to create a _____ (Product)