



LBUSD Approaches to Differentiation for Advanced Learners

Universal Concepts Universal concepts transcend all disciplines and require higher-level thinking and understanding when applied to content.	Big Ideas <i>Theories</i> <i>Generalizations</i> <i>Principles</i> *Broad, abstract, timeless, can be verified, substantiated, or supported with evidence and reasoning.	Depth and Complexity The knowledge that experts know and use to explore questions within and across different disciplines. These prompts can be used in isolation or integrated to increase the level of sophistication of teacher questioning, student tasks, or independent inquiries.
Think Like A... Use and development of products, language, concepts, methodology, skills, and other tools to make contributions to the disciplines and society.	Classics • A creation of the highest excellence • A product that by common consent has achieved a recognized position in history for its superior qualities • A work or person whose excellence has achieved an eminent place within a discipline and/or across the world. • Significant contributions from various cultures	Current Events The significant local and global events that are relevant to our lives. Events of interest to large numbers of people. • People • Places • Events • Globalization
Technology Includes the study of inventors, inventions, innovations, impact, creative problem solving, and reproduction.	Learning to Learn Explicit and reflective metacognition. Student knowledge about their own thinking processes: <i>Prove with Evidence</i> <i>Inductive <-> Evidence</i> <i>Simple <-> Complex</i> <i>Abstract <-> Concrete</i>	Scholarliness & Intellectual Development Cultivating traits that are present in the lives of life-long learners and scholars that support the development of expertise.
Curriculum Compacting Techniques that allow teachers to make adjustments to the curriculum for students who have already mastered the material to be learned or could learn the material much faster by replacing content to extend learning to promote curiosity, interest, and passion through student-selected investigations.	Independent Study Student-centered inquiry and investigations that include: selecting a topic, generating questions, gathering and organizing findings, product development, presentation, and process evaluation.	Multicultural Education and Culturally Relevant Teaching Practices The use of Banks' 5 Dimensions and Levels of Multiculturalism along With Ladson-Billings' framework for teaching and learning.
Deductive Reasoning A broad method of reasoning which works from general to specific. <u>Syntax:</u> • Review universal concept • Introduce generalization • State questions and assumptions • Research • Share & summarize • Verify Questions and Assumptions • Extend	Concept Formation (Inductive Reasoning) Students explore ideas by making connections and seeing relationships between items of information to recall and discriminate among key ideas, to see commonalities and identify relationships, to formulate concepts and generalizations. <u>Syntax</u> • List • Group facts • Label facts • Generalize	Concept Attainment (Inductive Reasoning) Learning through the analysis of examples and non-examples of a concept by grouping the examples into a conceptual category, testing initial categories against further examples and non-examples, and generating a set of critical attributes.
Group Investigation Includes investigation, interaction, interpretation and intrinsic motivation based on a puzzlement/multi-faceted problem posed by the teacher. <u>Syntax:</u> • Present Puzzlement • Solicit questions • Research (students choose questions) • Share and summarize findings • Recycle questions for further research	Critical Thinking The process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered as a guide to belief, reflection, and action. <i>Cluster Thinking Skills (some examples):</i> • State and test assumptions • Judge with criteria • Note ambiguities • Compare and Contrast • Differentiate relevant and irrelevant	Creative Thinking Generating and recognizing ideas, alternatives, or possibilities that may be useful in solving problems or developing products. <i>CPS Process/Cycle:</i> • Mess-finding • Data-finding • Problem-finding • Idea-finding • Solution-finding • Acceptance-finding