

## ADVANCED ACADEMIC PROGRAMS: Connections for Student Success



## Ascending Levels of Intellectual Demand

- Escalate one or more facets of the curriculum
- Match a learner's profile
- Provide appropriate challenge and pacing
- "Raise the floor and take off the ceiling!"



## English



Shakespeare

Diary of Anne Frank

Literature and Life

## General Education Lesson

Students will explore the theme of good vs. evil as they read the play *The Diary of Anne Frank*.



## Ascending Levels of Intellectual Demand

Students will explore the concept of duality through various examples, such as good vs. evil, wisdom vs. inexperience, and love vs. hate, in the play *As You Like It* by William Shakespeare.



## Ascending Levels of Intellectual Demand

Student will explore the concept of duality through various examples in multiple Shakespearian plays. Students will create generalizations about the nature of duality in literature and in life based on patterns and trends they have identified.



## Differentiation through Process

- Accelerate the pace of teaching and learning.
- Compact basic knowledge and skills in core content areas.
- Apply ideas and skills to contexts that are unfamiliar and dissimilar from those explored in class.
- Provide opportunities to make choices to explore deeper understandings and apply new knowledge.



## Science

- Science, Forces and Motion (Speed)



## General Education Lesson

- Students complete a prewritten lab activity **Keep On Truckin'** to determine the speed of a vehicle (set mass and height of ramp).



## Ascending Levels of Intellectual Demand

- Students work in groups to complete the lab activity varying factors such as mass, and/or ramp height, etc.



## Ascending Levels of Intellectual Demand

- Students design and conduct experiments to determine the speed of an object, varying factors such as mass, ramp height, etc.



## Differentiation through Product

- Offer assignments that are more open-ended or ambiguous in nature.
- Assign products that require greater levels of independence.
- Assess work with indicators of quality that model the work of experts in the field.



## Social Studies

- Linking the Prosperity of the 1920's with the Disparity of the 1930's



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## General Education Lesson

- Students develop a pamphlet that would explain the cause and effect of these events in history.

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## Ascending Levels of Intellectual Demand

Students connect the events of the 1920's and the 1930's to the concept of order vs. chaos and create a museum display with representative symbols of their understandings of the concept.



## Ascending Levels of Intellectual Demand

Students look at the patterns and trends in the events of the 20's and 30's. Using the patterns and trends they discovered, they then compare that to our current economy and write an article from the perspective of an economist on predictions for future.



Please visit our website.

<http://www.fcps.edu/DIS/gt/>



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