

# Differentiated Curriculum

## Mountain Home Public Schools

### Ways to Differentiate

Curriculum must be differentiated to meet the needs of all students. The information below is offered as suggestions to guide in the selection of the documentation that can be provided for evidence of differentiation.

**CONTENT:** Refers to concepts, principles, and skills that students learn. Choices that can reflect differentiation:

- Two or more texts that can be used
- Pre-Tests and compacting for those who “test out” of the content to be taught

**PROCESS:** Refers to activities that help students ‘learn’ the content. Choices that can reflect differentiation:

- Analyze the content
- Compare/contrast
- Debate
- Create

These are the ‘Blooms’ verbs. Having options for students to show their understanding is an excellent form of differentiation.

**PRODUCT:** Refers to products the students may use to demonstrate their learning. Choices that can reflect differentiation:

- Reports
- Presentations
- Interviews
- Pod casting

Rubrics can be developed to assist in assessment.

**CHOICES:** Offering choices is the simplest form of differentiation. In the daily lesson plans include CHOICES.

**Mountain Home Public Schools**  
**Differentiation Form**

CONTENT AREA: \_\_\_\_\_ TEACHER: \_\_\_\_\_

GRADE: \_\_\_\_\_ CLASS PERIOD: \_\_\_\_\_ BEGINNING DATE: \_\_\_\_\_ ENDING DATE: \_\_\_\_\_

Circle one: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 9 weeks of school

STUDENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Reference for Principles for a Differentiated Curriculum:**

- \_\_\_ Present content that is related to broad-based themes, issues, or problems.
- \_\_\_ Integrate multiple disciplines into the area of study.
- \_\_\_ Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- \_\_\_ Allow for the in-depth learning of a self-selected area within the area of study.
- \_\_\_ Develop independent or self-directed study skills.
- \_\_\_ Develop complex, productive, abstract and/or higher level thinking skills.
- \_\_\_ Focus on open-ended tasks.
- \_\_\_ Develop research skills and methods.
- \_\_\_ Integrate basic skills and higher level thinking skills into the curriculum.
- \_\_\_ Encourage the development of products that challenge existing ideas and/or produce "new" ideas.
- \_\_\_ Encourage the development of products that use new techniques, materials, and forms.
- \_\_\_ Encourage the development of self-understanding (i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others).
- \_\_\_ Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

**BRIEFLY DESCRIBE HOW THE CONTENT, PROCESS, AND PRODUCT ARE DIFFERENTIATED.**

CONTENT	PROCESS	PRODUCT

