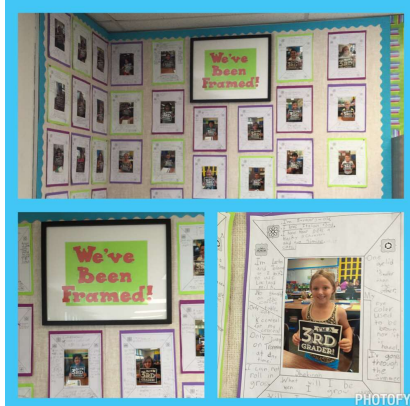
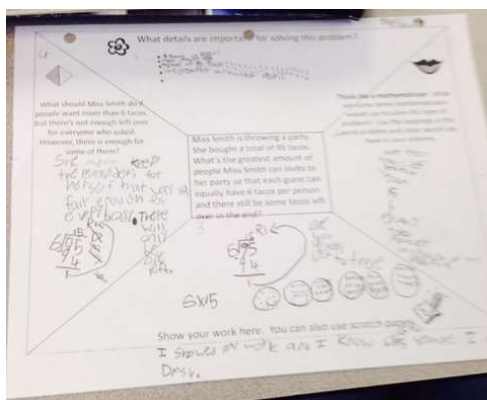
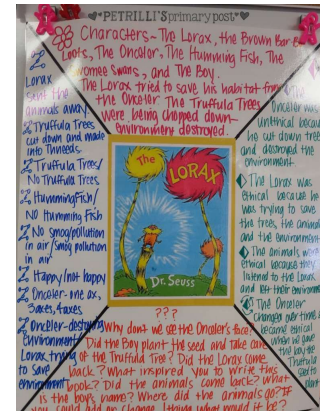


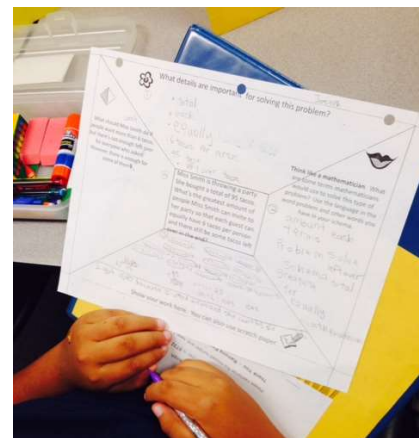
affective domain



give one as an example

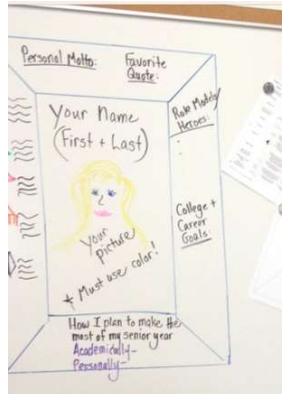


<http://teach2learncoach.blogspot.com/2016/07/using-depth-and-complexity-frames-in.html>

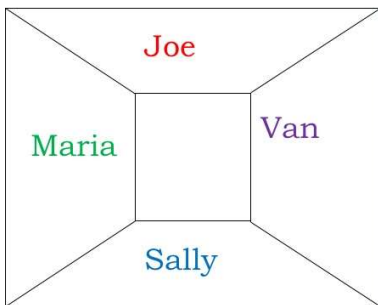
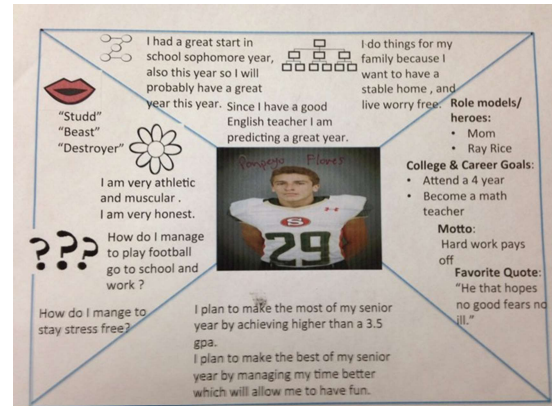


<http://teach2learncoach.blogspot.com/2016/07/using-depth-and-complexity-frames-in.html>

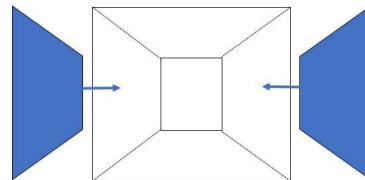
what not to do: only taking it halfway

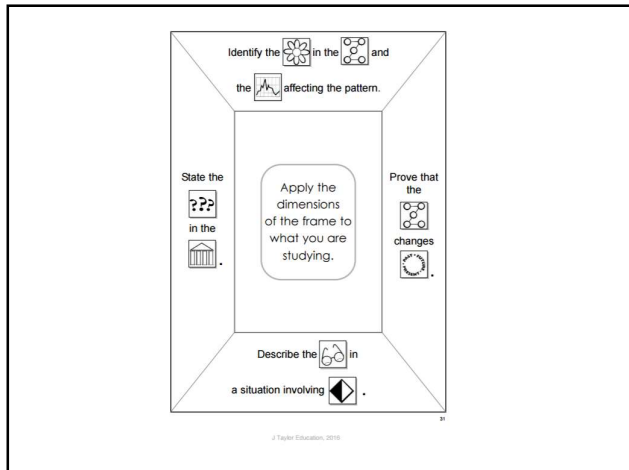


are we using elements...or not????



Break Apart Strategy- Give each group 2 copies of the frame. Have them cut one into the different sections and keep one for the final product.

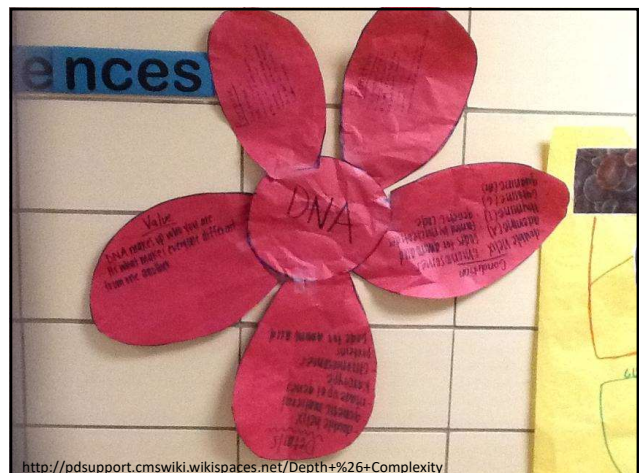


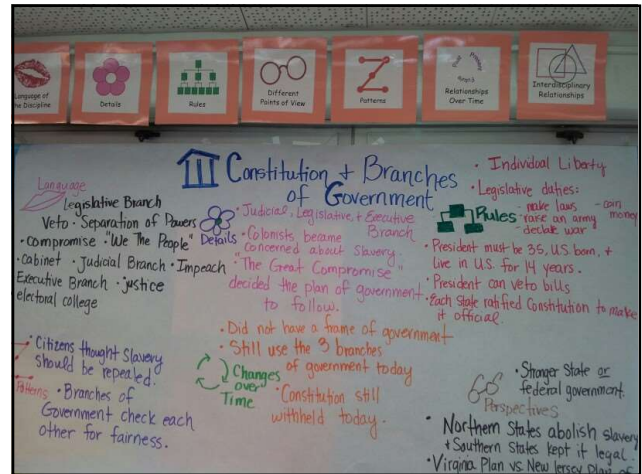
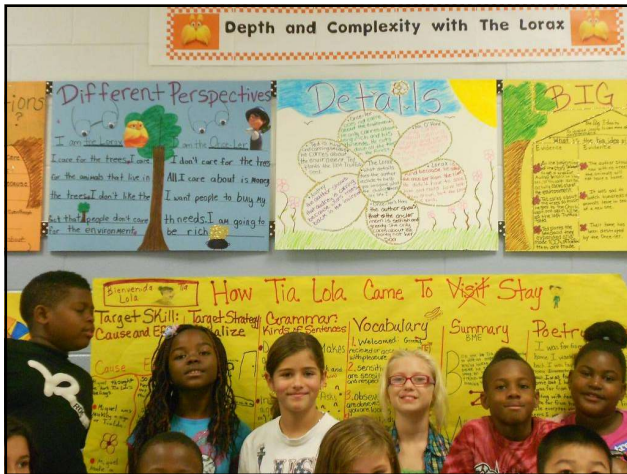


1 FRAMES

- use to:
- ✓ highlight
- ✓ extend
- ✓ enhance
- ✓ focus attention

2 Differentiate





3 Centers/learning stations

1. Find a center activity that you want to use.

© www.123homeschool4me.com/2016/03/free-grocery-task-cards-money-games.html
 ★ Bookmarks Library Ancestry FanSearch Arthur L. Gates, Sr. Church Genealogy Pe
 • Use laminator for durability
 • Real or play money will make it a more genuine shopping experience.
 • Scrap paper and pencil (for jotting down prices)



2. Incorporate the elements of Depth & Complexity.



Would it be fair to give \$3.00 change back if someone paid you \$10 for all of these items?



3. Differentiate by combining elements or adjusting challenge.



Would it be fair to give \$3.17 change back if someone paid you \$10 for all of these items?



Estimate the area of each of the three containers, assuming the pitcher is 800 ml.



Would it be fair to charge three times as much for the pitcher as the smallest container?



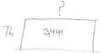





Describe the perspectives of dairy farmers, grocery store owners and shoppers to a rise in milk prices.




4 Set up classwork or homework

[illegible][illegible]


Problem	Model				
 <p>Algorithm</p> $ \begin{array}{r} 76 \overline{) 3441} \\ \underline{- 568} \\ 772 \\ \underline{- 700} \\ 720 \\ \underline{- 700} \\ 20 \end{array} $	 <p>Model</p> 				
 <p>Explain</p> <p>First I estimated 76 to 80. Then I figured out that 80 goes into 344 4 times. Then I put 4 in the tens place. Next I did $4 \times 76 = 304$. Then I did $344 - 304 = 40$. Next I pulled down the 1. I got 401. Next I did $76 \times 5 = 380$ and I put 5 in the ones place. Finally I did $401 - 380 = 21$ to get my remainder 21.</p>	 <p>Work it Out</p> <table border="1"> <tbody> <tr> <td> $\begin{array}{r} 76 \\ \times 4 \\ \hline 304 \end{array}$ </td> <td> $\begin{array}{r} 344 \\ - 304 \\ \hline 40 \end{array}$ </td> </tr> <tr> <td> $\begin{array}{r} 76 \\ \times 5 \\ \hline 380 \end{array}$ </td> <td> $\begin{array}{r} 401 \\ - 380 \\ \hline 21 \end{array}$ </td> </tr> </tbody> </table>	$ \begin{array}{r} 76 \\ \times 4 \\ \hline 304 \end{array} $	$ \begin{array}{r} 344 \\ - 304 \\ \hline 40 \end{array} $	$ \begin{array}{r} 76 \\ \times 5 \\ \hline 380 \end{array} $	$ \begin{array}{r} 401 \\ - 380 \\ \hline 21 \end{array} $
$ \begin{array}{r} 76 \\ \times 4 \\ \hline 304 \end{array} $	$ \begin{array}{r} 344 \\ - 304 \\ \hline 40 \end{array} $				
$ \begin{array}{r} 76 \\ \times 5 \\ \hline 380 \end{array} $	$ \begin{array}{r} 401 \\ - 380 \\ \hline 21 \end{array} $				

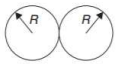
 WHICH ONE DOES NOT BELONG?

31	28
23	29





 WHICH ONE DOES NOT BELONG?

NATO	Treaty of Versailles
Truman Doctrine	Marshall Plan

 What are the similarities between this and pre-WWI US policy?



Two solid spheres of radius R made of the same type of steel are placed in contact, as shown above. The magnitude of the gravitational force that they exert on each other is F_1 . When two other solid spheres of radius $3R$ made of this steel are placed in contact, what is the magnitude of the gravitational force that they exert on each other?

 Name the formula needed to solve this problem. <i>Newton's Law of Gravitation</i>	 Write the formula needed to solve this problem & solve it. $F = G \frac{m_1 m_2}{r^2}$ $8F_1$
 Evaluate Hooke's claims of plagiarism against Newton.	 What is the Big Idea of inverse square laws?


5 Create Task Statements

Task Statements:



- 1 Thinking Skill [Bloom's]
- 2 Element of Depth & Complexity + Content
- 3 Resources + [Research] Skills
- 4 Product


A For the objective

The learner will calculate the likelihood of an earthquake on the San Andreas fault after evaluating the frequency of quakes  over the past 200 years. The learner will create one of three products to represent their findings.

Using information on the web, the learner will rank elements of the periodic table based on their potential problems and create one of three products to represent their findings.



B For the students

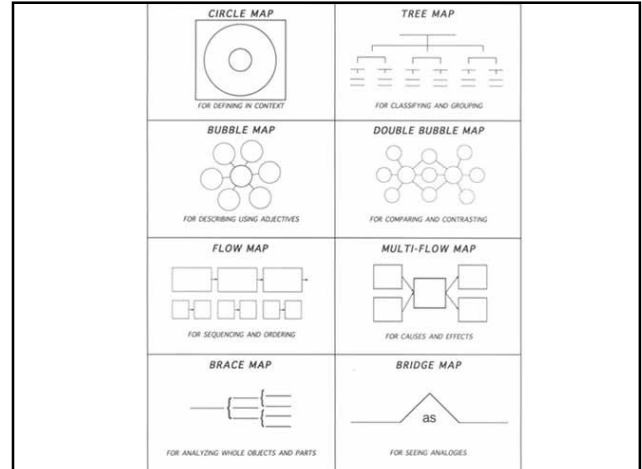
Calculate the likelihood of an earthquake on the San Andreas fault after evaluating the frequency of quakes  over the past 200 years **using data** from earthquake.usgs.gov/data.

Create...
 a chart in PowerPoint
 an infographic
 an insurance company flier

Using **information you find** at chemicalelements.com or chem4kids.com, **rank** ten elements of the periodic table based on their potential problems. 

Then **create....**
 a public service announcement
 a series of advertisements
 a story warning of these problems

6 Combine with Thinking Maps



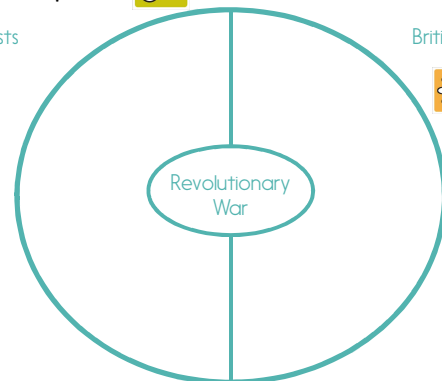
Learning Skill	Element[s]	Thinking Map
Main Idea		
Details		
Sequence		
Cause and Effect		
Compare/Contrast		

Circle Map +

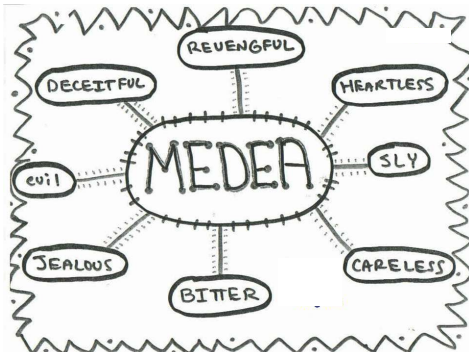
Colonists



British



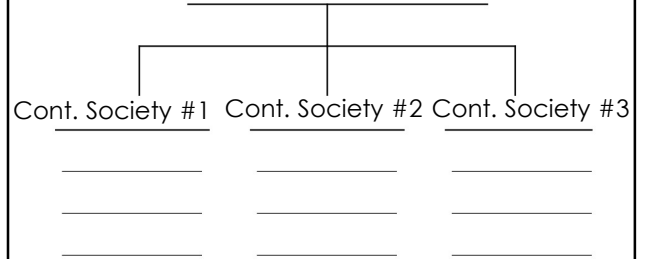
Bubble Map +



Tree Map +



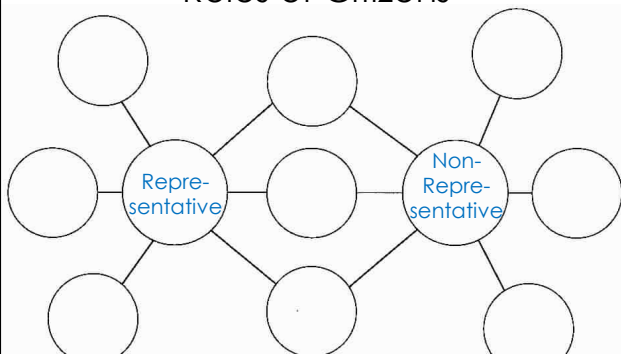
Roles of Citizens



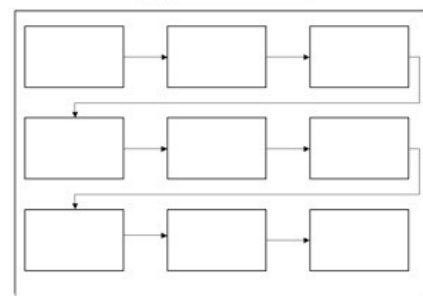
Double Bubble +





Roles of Citizens




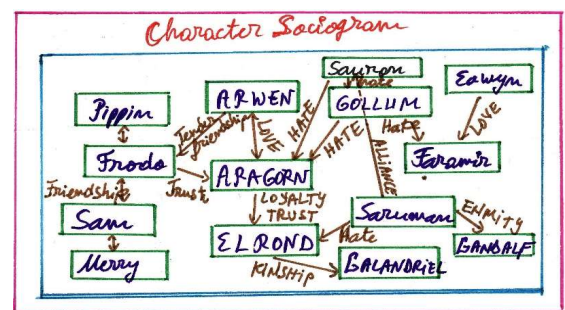
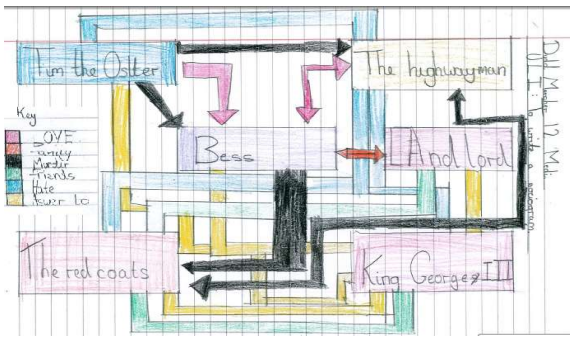
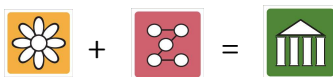
Using details from the article, trace the sequence of events that led to the conflict.

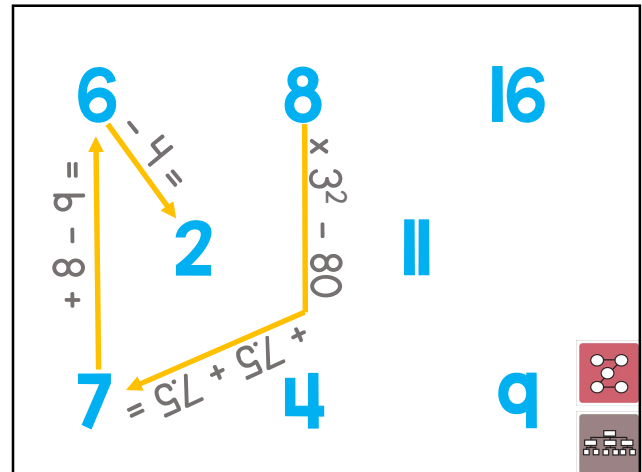
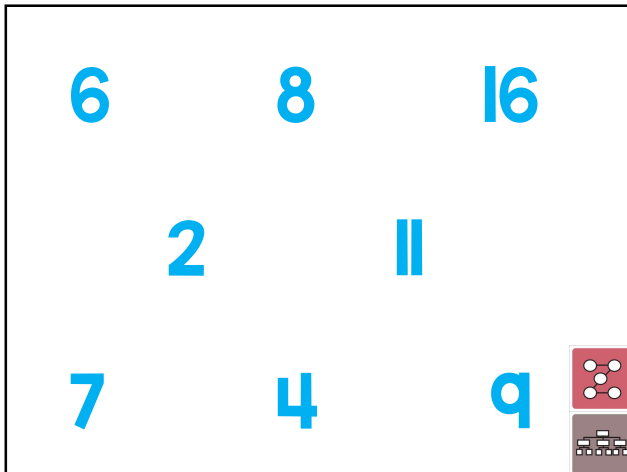


7 Sociograms [relationships between/among elements]

Using  details from the story, show the  patterns of the relationships between the characters.

 Analyze those patterns to determine what they say about the difference between the bonds of friendship and family.

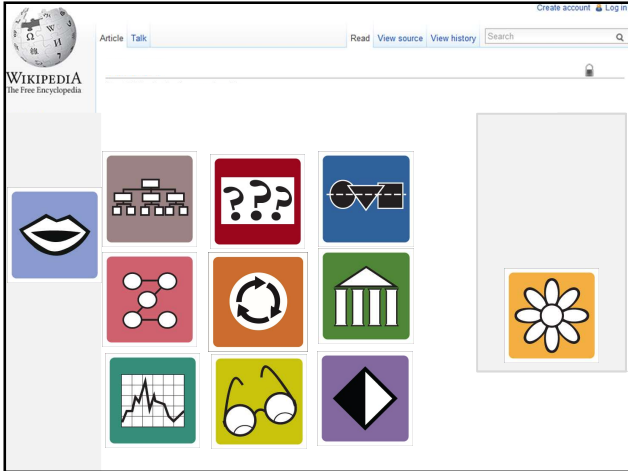




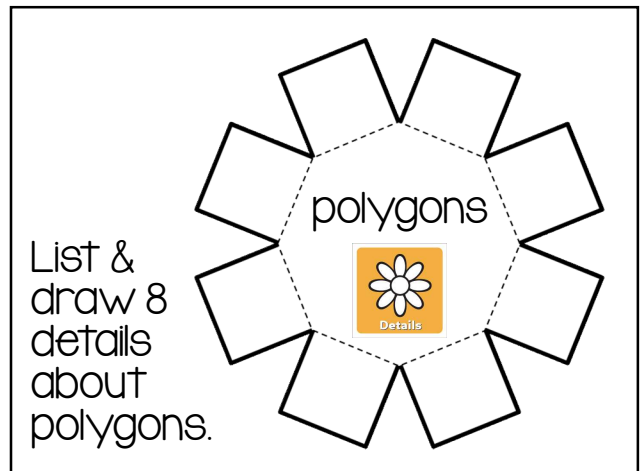
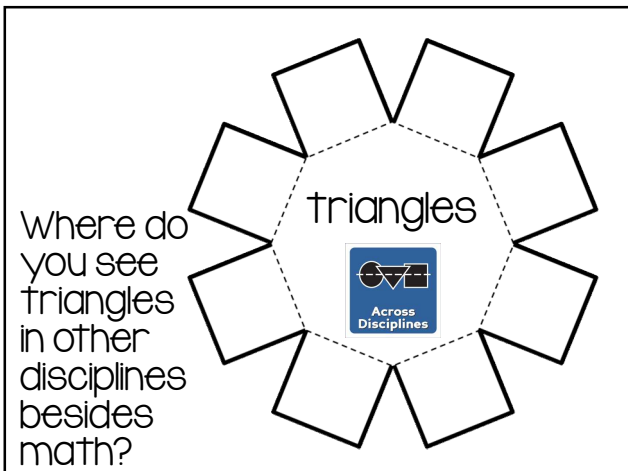
Also use with:

- 1 Math [numbers & operators, steps in problems]
- 2 Science [biological systems, planets, elements, etc.]
- 3 Social Studies [historical figures, movements, and eras]
- 4 Art [colors, line, form, etc.]

- 8 Create a Wikipedia-type page organized by elements



9 Folding & Interactive Notebooks



What are words we use to talk about conflict?


conflict


Language and Discipline


What are the rules associated with maps? Put a star next to the most important rule.

maps


Rules

		
	ROLE OF GOVERNMENT	
	LIBERTARIAN & LEFT-WING	


		
	FOREST FIRE	
	ANIMALS & VEGETATION	

		
	FOREST FIRE	
	VEGETATION & FOREST SERVICE	





What rules have been enacted because of the Forest Service's perspective with regards to forest fires?








Other ideas:



OSCAR'S ENORMOUS PURR
by Jeanne Richardson Rondoe

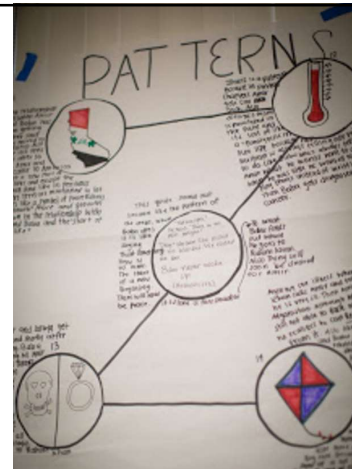
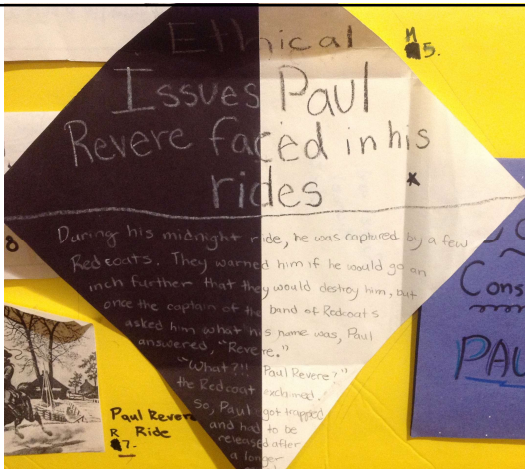
   

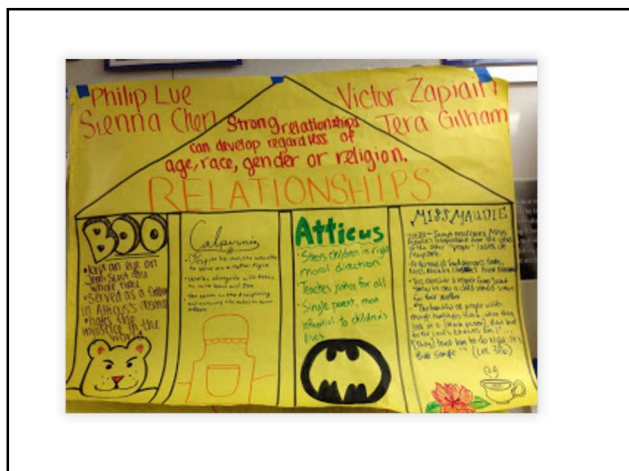
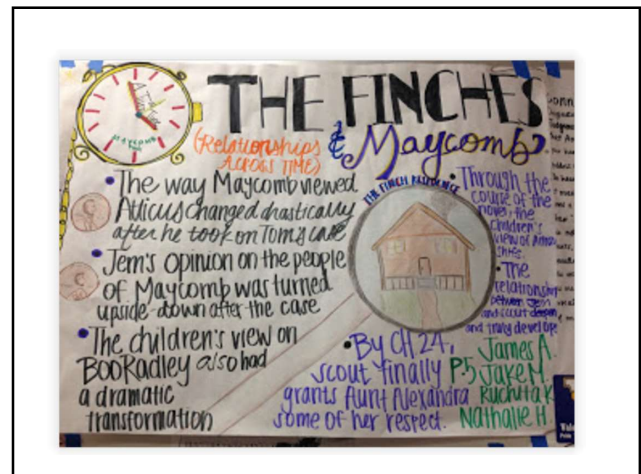
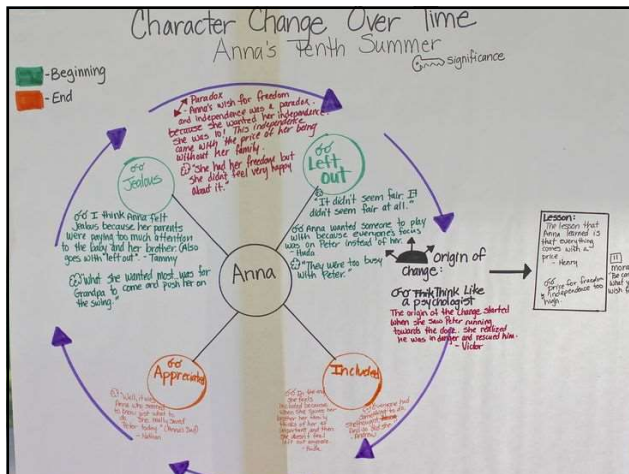
Words 	 How people felt about Oscar when he was a kitten	 How Oscar feels
Actions 		

 **Envision Gifted!**
Differentiation for Gifted & Talented Learners

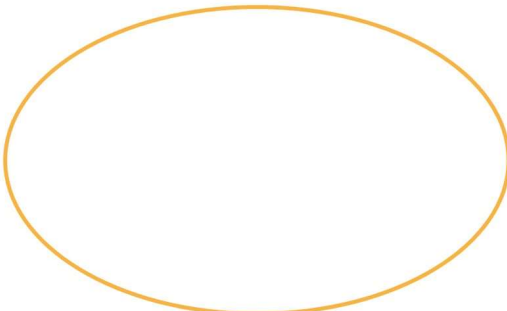



Teach students to "read" the cover of a book using Depth and Complexity.






Name: _____





 10 Things I've Learned This Year

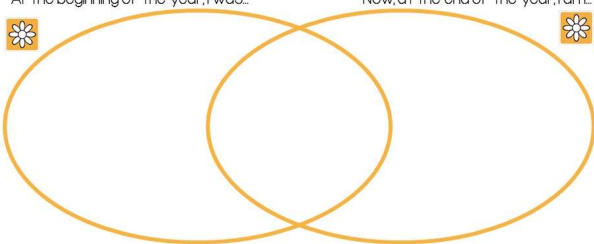
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Name: _____

 **How I've Changed this Year**



At the beginning of the year, I was... Now, at the end of the year, I am...



 

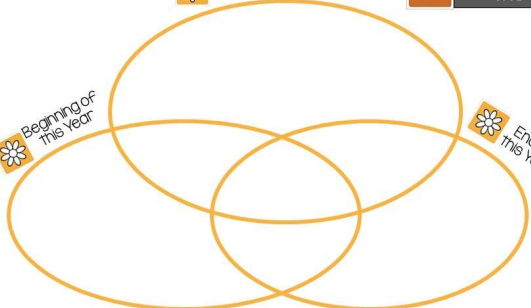



 The Big Idea of how I'm different now than I was at the beginning of the year is...

Name: _____

 **How I Will Be Next Year**  **Change through the Year**

 Beginning of this year  End of this year




 Based on the changes I've seen in myself this year, I predict that next year, I will...


USE AS STRUCTURE

Weather				
Language of the Discipline	Details	Patterns	Change over Time	Trends
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

IMPLEMENT: SecondaryMath



1. Why is this funny?
2. Draw the shape that best reflects this comic.
3. Think of another number that would work in the comic.



IMPLEMENT: Middle School ELA

Word Interview: Word conflict

What words mean the same as you?

What makes you happy?

Who or what is your best friend?

What do you dislike most?

If you could give anyone advice, who would you give it to and what would you say?

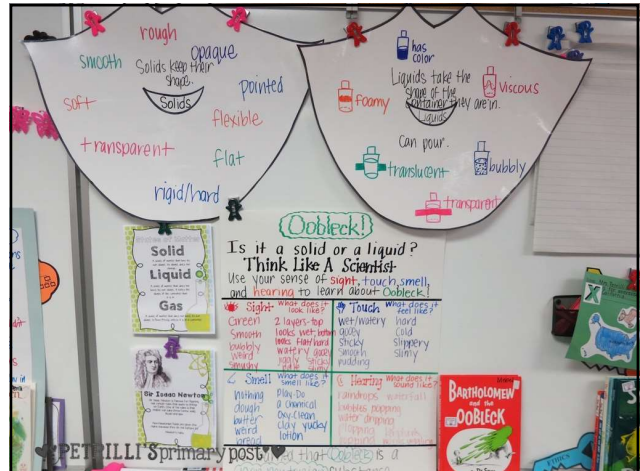
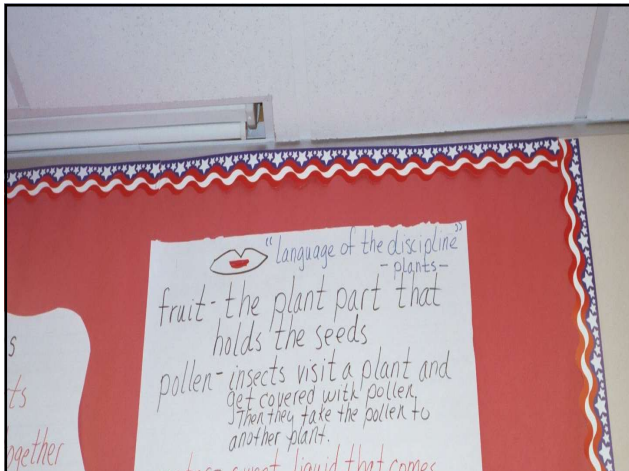


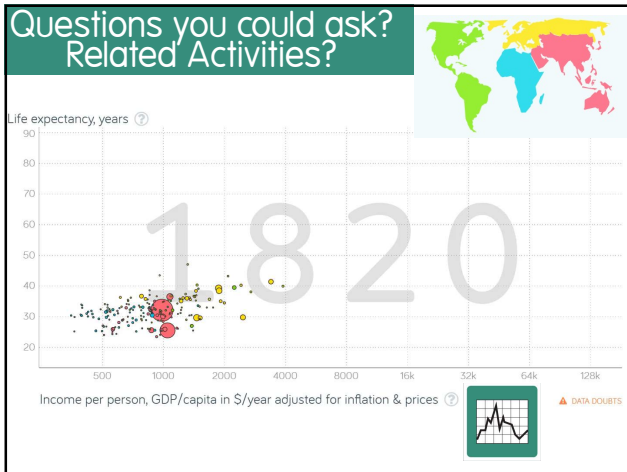
IMPLEMENT: World Languages

Change "tengo" to first person plural.

Write three nouns that begin with the third letter of the new conjugation.

Write an acrostic poem with one of the nouns using at least one verb, one noun, and one adjective.





??? IMPLEMENT: Elementary SS

Low Level :
What unanswered questions guided the Corps of Discovery?

??? IMPLEMENT: Elementary SS

Mid Level:
Compare the unanswered questions that guided L&C with those that guided another explorer.

??? IMPLEMENT: Elementary SS

High Level:
Should Lewis be considered a failure for not finding something that did not exist?

IMPLEMENT: Elementary SS



High Level:
What evidence exists that there was another presidential agenda?

DISCOVERING Lewis & Clark

Home → The Return Home → Nathaniel Poyer's Missouri

Questions for Consideration

by Robert Hunt, Seattle, Washington

Concerning Lewis's mission and orders, it is true enough to say, as Jefferson himself did, rather scoldingly in a special context, that the mission was "single"—"the direct water communication from sea to sea." But, despite this statement and the literal terms of Jefferson's instructions, should the matter be left at that?

Was Lewis's task solely, even primarily, to find a Northwest Passage? Or the shortest route for commerce? Can he be faulted, or his mission considered a failure, for not finding something which did not exist? And was Jefferson's overriding premise "wrong," or his "rationale for the entire expedition . . . inherently flawed" on that account? Must not the surrounding historical and political circumstances of the Expedition come into focus here?

One turns to related documents for references about the mission. For example, the background for the British passport; the British Charge d'affaires, Edward Thornton, noted in his report that the "ostensible object" of the voyage was "extending the external commerce of the country." But the "real nature of the plan," he said, "was otherwise, viz. 'exclusively scientific'."

Remember: direct to quality resources

Albert Gallatin's observations for Jefferson's benefit while planning instructions for Lewis are especially revealing—indicating strategic concerns beyond a water route for commerce. Surely Lewis would have been aware of these concerns . . . The comments of Madison, Lincoln and Gallatin, as well as background of the passport, suggest that the expedition was compelled by urgencies not solely definable as a search for the mythical Passage. For domestic legal and political niceties, it was couched (for those who could prove hostile to it) in terms of "commerce" via a water passage; but the question remains whether this was the fundamental motivation. Was not the real mission geopolitical?

More questions:


Concerning the risk of dividing the party into smaller "indefensible units," one recalls that the original concept of the Corps was for a body of not more than 8 or 10 men. In that light, was the Expedition "indefensible" at the outset? Jefferson himself felt that "such numbers will be sufficient to secure . . . against opposition of individuals or of small parties," but, with due admonishment for safety's sake, left to Lewis's discretion "the degree of danger" to be risked knowing full well that, as Lincoln had commented, "Capt. Lewis . . . will be much more likely, in case of difficulty, to push too far, than to recede too soon."

IMPLEMENT: Secondary ELA

In *The Scarlet Letter*, are the rules society imposes on women fair?

How does it punish the breaking of those rules?


Who else is punished besides the rulebreaker and how?



IMPLEMENT: Secondary ELA







Differentiate it:

Compare the rules society imposes on women in *The Scarlet Letter* to contemporary mores. Argue either that a) the rules have changed or b) the punishments are more subtle.




[illegible]

TASK CARDS

 3×7	 4×8
 3×5	 1×8
 8×7	 5×9

Bonus: hidden pattern – the first number of the answer to the problem is the first number of the next problem.

**FOR THE
LITTLE GUYS**



Depth & Complexity
augments and
enriches **existing**
projects and
lessons.