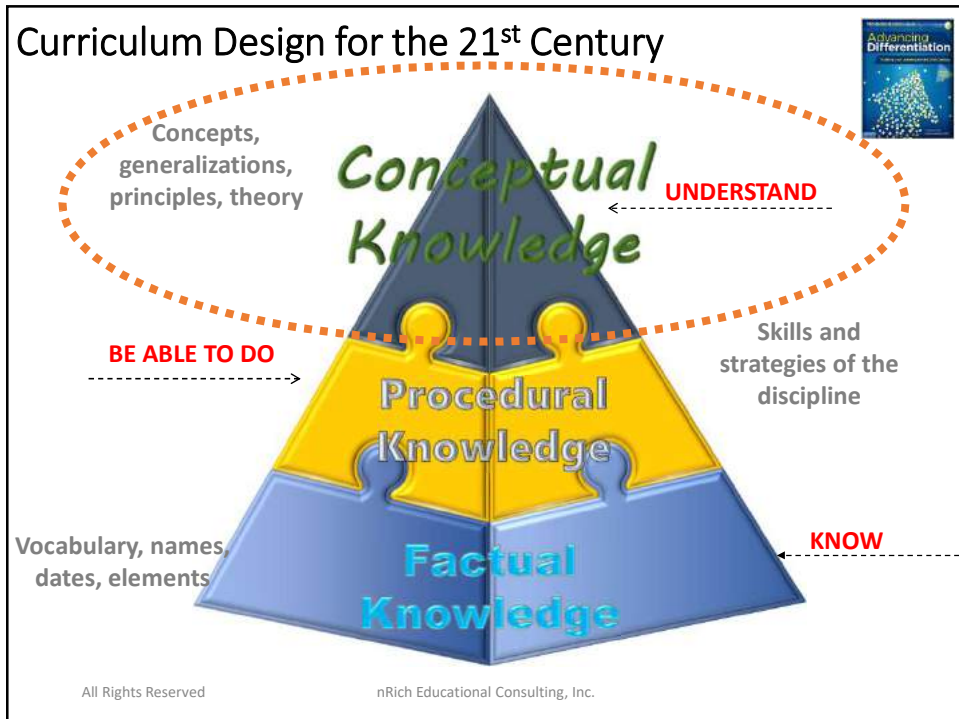


Differentiating UP! Enriching, Extending & Enhancing Learning

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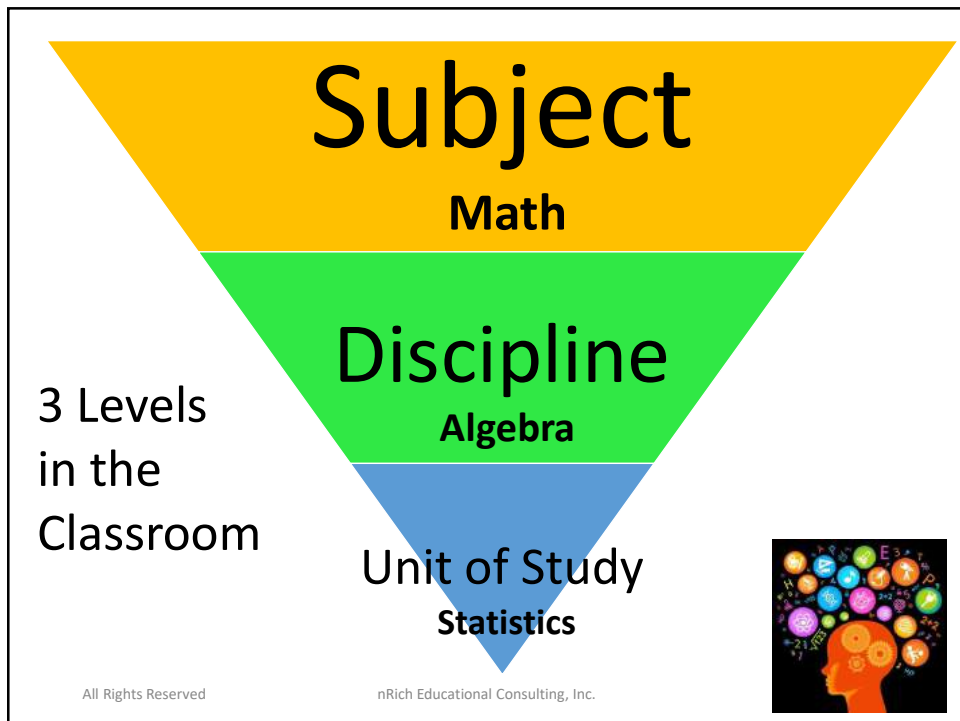
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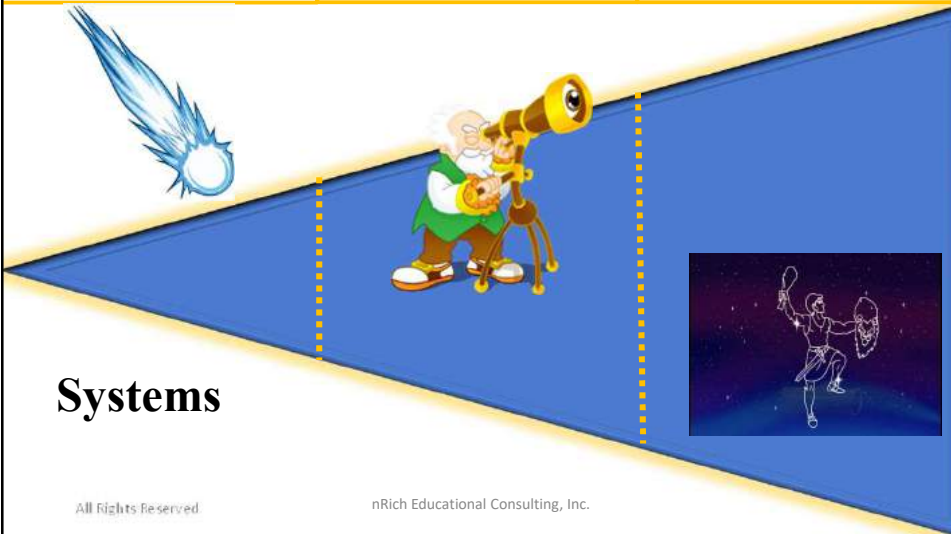
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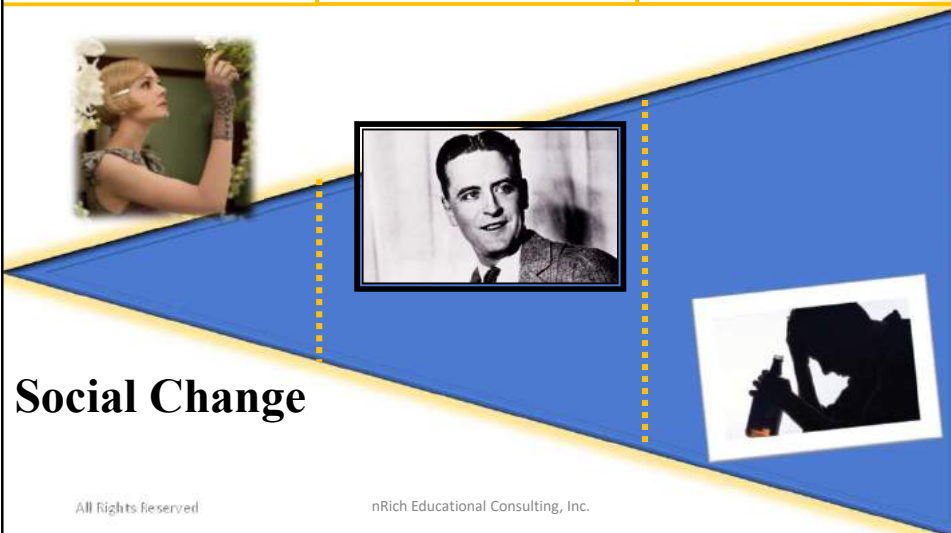
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4


Enrichment: focused study within the unit	Extension: broader study within the field	Enhancement: connecting contents
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5

Enrichment: focused study within the unit	Extension: broader study within the field	Enhancement: connecting contents
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6

E3 Design: Keep in mind...













- **What** is the focus?
(Understanding: concepts, generalizations & principles)
- **Why** does the content matter?
(Relevance and connectivity)
- **Who** would care about the product?
(Meaningfulness and authenticity)

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7

Math/Arithmetic: Fractions

MUSICAL FRACTIONS		
	Whole	
	Half	
	Quarter	
	Eighth	
	Sixteenth	

- **Enrichment:** Create a picture book for younger students to teach them about the daily use of fractions.
- **Extension:** Research the history of fractions. Find out why there was a need for fractions. Report your findings to a math teacher or professor of mathematics for evaluation.
- **Enhancement:** Demonstrate how fractions can change the mood or genre of music. Create a piece of music in an app that can be changed through different fractions. Share your composition with the Music teacher.

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8

ELA/Literature: Study of Character



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- **Enrichment:** Choose one of the lesser characters from *A Midsummer Night's Dream* (such as Philostrate) and from using available text/subtext and context, construct fuller detailed characteristics for the actor who will play the part. Include costume design, movements, and other relevant details.
- **Extension:** Compare and contrast at least 2 lesser characters from *Romeo and Juliet* & *A Midsummer Night's Dream* and show their impact on plot development and movement. Share your findings with a theater or Shakespearian expert for review.
- **Enhancement:** Define how playwrights use lesser characters to advance plot, create intrigue, deflect attention or any other theatrical devise. Write a scene in which a minor character makes an impact for the drama class to perform.

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9

FACE/Fashion: Planned Obsolescence




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- **Enrichment:** SCAMPER a used garment, such as shirt, to create a new product. Have your new item evaluated by your peers for wear ability, fashion sense and utility.
- **Extension:** Do a longitudinal study of two different fashion designers (over at least a 10 year period). How did each designer use the concept of planned obsolescence to their (dis)advantage. Share your findings with a clothing expert for review.
- **Enhancement:** Research the concept of planned obsolescence outside the fashion industry. Evaluate and make a claim regarding the concept as an economic tool. Report your claim with evidence to an economics teacher for feedback.

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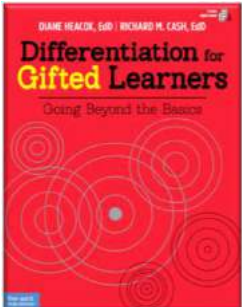
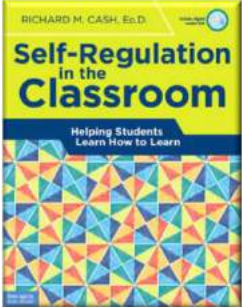

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