



# Gunston Middle School Differentiation Report Quarter 1

English Language Arts		
	Curriculum Covered	Instructional Methods and Practices
<b>Grade 6</b>	English Language Arts Standards <ul style="list-style-type: none"> <li>• 6.5a, b, c, d, e, f</li> <li>• 6.7e,f,h,i</li> <li>• 5.8h</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Students pick choice reading activities to demonstrate their knowledge of Virginia standards</li> <li>• Reading story choice and conversations</li> <li>• Individual pacing and student feedback</li> <li>• Teachers evaluate pre-test data to support students in further examination of standards</li> </ul>
	Reading Standards <ul style="list-style-type: none"> <li>• 6.4a, b, c, f</li> <li>• 6.5g, k</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Reciprocal teaching</li> <li>• Developmental Spelling groups (small groups)</li> <li>• Morpheme Analysis (Vocabulary)</li> <li>• End of Unit Choice Activities</li> <li>• Reading Book Club Choice</li> <li>• Individual student feedback and goal setting</li> </ul>
<b>Grade 7</b>	English Language Arts Standards <ul style="list-style-type: none"> <li>• 7.4e</li> <li>• 7.5a,b,c,d,e,i,j</li> <li>• 7.7d, i, m</li> <li>• 7.8e</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Provided multiple beginning of narrative writing extensions</li> <li>• Choice boards for narrative writing revision</li> <li>• Individualized feedback to extend writing and critical thinking skills</li> </ul>
<b>Grade 8</b>	English Language Arts Standards <ul style="list-style-type: none"> <li>• 8.4e</li> <li>• 8.5a,b,c,e,i</li> <li>• 8.7b, d, j</li> <li>• 8.8d,f</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Individualized feedback to extend writing and critical thinking skills</li> <li>• Offered different Lexile Level reading choice</li> <li>• Small group instruction</li> <li>• Individualized pacing</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

Mathematics		
	Curriculum Covered	Instructional Methods and Practices
<b>Grade 6</b>	Math 6 Standards <ul style="list-style-type: none"> <li>• 6.5ab</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• IXL extensions, show multiple strategies to solve, reciprocal teaching, strategic groupings, find my error, Nearpod extensions</li> </ul>
	Math 6 Extended Standards <ul style="list-style-type: none"> <li>• 6.5a</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Problem of the week extensions, show multiple strategies to solve, IXL extensions, small group instruction</li> </ul>
<b>Grade 7</b>	Math 7 Standards <ul style="list-style-type: none"> <li>• 7.6, 6.7, 7.4</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• IXL extensions – Challenge zone, challenge problems offered,</li> </ul>
	Pre-Algebra for 7 <sup>th</sup> Grade Standards <ul style="list-style-type: none"> <li>•</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• IXL extensions, challenge problems offered</li> </ul>
	Algebra I Intensified Standards <ul style="list-style-type: none"> <li>•</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Grade 8</b>	Pre-Algebra for 8 <sup>th</sup> Grade Standards <ul style="list-style-type: none"> <li>•</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• hands-on project (real-life objects to net and presentation), IXL extensions,</li> </ul>
	Algebra I Standards <ul style="list-style-type: none"> <li>•</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>•</li> </ul>
	Algebra I Standards <ul style="list-style-type: none"> <li>•</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>•</li> </ul>
	Geometry Intensified Standards <ul style="list-style-type: none"> <li>• G.3</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Video lessons provided to work independently; Students work in groups in breakout rooms to teach and learn from each other.</li> </ul>

Music		
	Curriculum Covered	Instructional Methods and Practices
<b>Band</b>	Standards <ul style="list-style-type: none"> <li>•</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>•</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

<b>Chorus</b>	Standards •	Differentiation Strategies Offered •
<b>Orchestra</b>	Standards •	Differentiation Strategies Offered •

Science		
	Curriculum Covered	Instructional Methods and Practices
<b>Grade 6</b>	Science 6 Standards <ul style="list-style-type: none"> <li>• 1</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Individual pacing and student feedback</li> <li>• Small group support groups using channels in teams</li> <li>• Newsela adaptive Lexile reading level</li> <li>• Choice project on experimental design: 2 options depending on interest and accessibility of materials.</li> </ul>
<b>Grade 7</b>	Life Science 7 Standards <ul style="list-style-type: none"> <li>• LS 1</li> <li>• LS 7</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Science fair opportunity or Independent research project,</li> <li>• Tiered instruction (i.e. picture match, vocab match, application)</li> <li>• Differentiate according to interests - student choice</li> </ul>
<b>Grade 8</b>	Physical Science 8 Standards <ul style="list-style-type: none"> <li>• PS 1</li> </ul>	Differentiation Strategies Offered <ul style="list-style-type: none"> <li>• Mastery path (after pre-test it was provided differentiated practice problems- 3 tier levels</li> <li>• Choice activities on homework- 2 levels</li> <li>• Differentiated tier group's practice with scaffold for language and content during synchronous time</li> <li>• Science Fair opportunity for all students to investigate a student's inquiry</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

		<ul style="list-style-type: none"> <li>• Individual pacing and student feedback</li> <li>• Small group support groups using channels in teams</li> <li>• Newsela adaptive Lexile reading level</li> <li>• Sentence frames in Experimental design project for language support or content support</li> </ul>
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Social Studies		
	Curriculum Covered	Instructional Methods and Practices
<b>Grade 6</b>	U.S. History Standards  <b>Skills</b> <ul style="list-style-type: none"> <li>• USI.1: A – identify and analyze primary and secondary sources</li> <li>• USI.1: B- Interpreting geographic information to determine trends</li> <li>• USI.1: D- Using evidence to draw conclusions and make generalizations</li> <li>• USI.1: F- Determining cause and effect</li> </ul> <b>Content</b> <ul style="list-style-type: none"> <li>• USI.2- Geography</li> <li>• USI.3- American Indians</li> <li>• USI.4- European Exploration</li> <li>• USI.5- Colonial America</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>• Choice Activities for Students: Students are able to choose from a variety of different activities relating to the curriculum</li> <li>• Visuals including but not limited to Visual Analysis,</li> <li>• Explicit Vocabulary</li> <li>• Extra Advanced Vocabulary Practice for Spanish Immersion</li> <li>• Sentence frames to generate ideas</li> <li>• Provide opportunities for generative dialogue</li> <li>• Small group instruction / Breakout rooms</li> </ul> <b>Extension Activities to Reinforce Learning- Examples:</b> <ul style="list-style-type: none"> <li>• Native Americans Mound Building Cultures</li> <li>• Primary and Secondary Source Extensions</li> <li>• Analyze an Artifact= Primary Source</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

		<ul style="list-style-type: none"> <li>• Location Study: Cahokia City of the Sun</li> <li>• European Explorers Choice Project</li> <li>• Native American Tools: Design Your Own Extension</li> <li>• etc</li> </ul>
<p><b>Grade 7</b></p>	<p>U.S. History, Civics, &amp; Economics Standards</p> <p><u>Skills:</u></p> <p>CE.1</p> <ul style="list-style-type: none"> <li>• 1.a Analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons.</li> <li>• 1.c analyzing information to create diagrams, tables, charts, graphs, and spreadsheets.</li> <li>• 1e. constructing informed, evidence-based arguments from multiple sources.</li> </ul> <p><u>Content:</u></p> <p>CE.5</p> <ul style="list-style-type: none"> <li>• a) describing the functions of political parties.</li> <li>• b) comparing the similarities and differences of political parties.</li> <li>• c) analyzing campaigns for elective office, with emphasis on the role of the media.</li> <li>• d) examining the role of campaign contributions and costs.</li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li>• Provide more challenging reading materials and individualized assignments.</li> <li>• Allow for flexible groupings of students: individual, pairs, small groups.</li> <li>• Encourage creativity and reward risk-taking.</li> <li>• Provide opportunities for many answers thinking.</li> <li>• Explicitly teach skills needed to learn independently.</li> <li>• Provide opportunities for open-ended, self-directed activities.</li> <li>• Provide instruction in research skills needed to conduct an independent study in student's interest area.</li> <li>• Provide assignments at a higher level of thinking.</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

	<ul style="list-style-type: none"> <li>e) describing voter registration and participation.</li> <li>f) describing the role of the Electoral College in the election of the president and vice president.</li> </ul>	
<b>Grade 8</b>	<p>World Geography Standards</p> <ul style="list-style-type: none"> <li>WG 1-World Geography Skills</li> <li>WG 2-Physical Geography</li> <li>WG 3-Characteristics of a Region</li> <li>WG 5-North America (United States and Canada)</li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li>Newsela adaptive Lexile reading level</li> <li>Badges in Canvas to show levels of mastery</li> <li>Extension activities for students who master content</li> <li>Student paced Nearpod lessons to allow students to control their learning</li> </ul>

Visual and Performing Arts		
	Curriculum Covered	Instructional Methods and Practices
<b>Grade 6</b>	<p>Exploratory Wheel Learning Objectives</p> <ul style="list-style-type: none"> <li>6.2 Use and record a sketchbook and I pad to record the steps of the art-making process, including: brainstorming, preliminary sketching, planning, reflecting, peer critiquing, refining, and elaborating, to create works of art.</li> <li>6.2 A Explain the relationship between art making processes and finished products.</li> <li>6.12 Use elements of art and principles of design:</li> <li>6.14 Apply a variety of techniques including gesture and continuous line in observational drawings.</li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li>Designing specialized and individualized curriculum for student who seek to master concepts that the general class is not ready for.</li> <li>One-on-one tutoring and guidance</li> <li>Provide opportunities to lead class and showcase leadership skills</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

	<ul style="list-style-type: none"> <li>6.16 Use modeling or assembling to create three-dimensional works of art.</li> </ul>	
<b>Grade 7</b>	<p>Art I Standards</p> <ul style="list-style-type: none"> <li>7.2 Use and record a sketchbook and lpad to record the steps of the art-making process, including: brainstorming, preliminary sketching, planning, reflecting, peer critiquing, refining, and elaborating, to create works of art.</li> <li>7.2 A Explain the relationship between art making processes and finished products.</li> <li>7.4 Formulate, justify, and examine personal responses to art.a) Identify ways that social and cultural beliefs can influence responses to works of art.b) Describe personal responses to visual qualities of works of art.c) Analyze and reflect on the purposes and meaning of art.</li> <li>7.12 Use elements of art and principles of design:</li> <li>7.13 Use a variety of compositional techniques, including perspective, to create the illusion of space within the picture plane.</li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li>Designing specialized and individualized curriculum for student who seek to master concepts that the general class is not ready for.</li> <li>One-on-one tutoring and guidance</li> <li>Provide opportunities to lead class and showcase leadership skills</li> </ul>
	<p>Media Journalism 7 Standards</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li></li> </ul>
<b>Grade 8</b>	<p>Art II Standards</p> <ul style="list-style-type: none"> <li>8.2 Apply steps of a creative process.- a) Plan for and reflect on the creative process, using a digital or traditional sketchbook/journal. b)</li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li>Designing specialized and individualized curriculum for student who seek to master concepts that the general class is not ready for.</li> </ul>



# Gunston Middle School Differentiation Report Quarter 1

	<p>Develop and use a digital or traditional art portfolio as an idea-building resource to create works of art.</p> <ul style="list-style-type: none"> <li>• 8.6 Explore and understand historical and cultural influences of art.-a) Describe how works of art are influenced by social, political, and economic factors. b) Describe how society, politics, and economics may be influenced by art. c) Compare and contrast works of art according to medium, time period, culture, style, and artist. d) Identify contributions and significance of artists in historical and contemporary societies.</li> <li>• 8.12 Use elements of art and principles of design:</li> <li>• 7.13 Combine a variety of compositional techniques to create the illusion of space within the picture plane.</li> <li>• 7.14 Observational and expressive drawing techniques to demonstrate multiple viewpoints (e.g., above, below, front, back).</li> </ul>	<ul style="list-style-type: none"> <li>• One-on-one tutoring and guidance</li> <li>• Provide opportunities to lead class and showcase leadership skills</li> </ul>
	<p>Journalism 8 Standards</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> <li>•</li> </ul>