

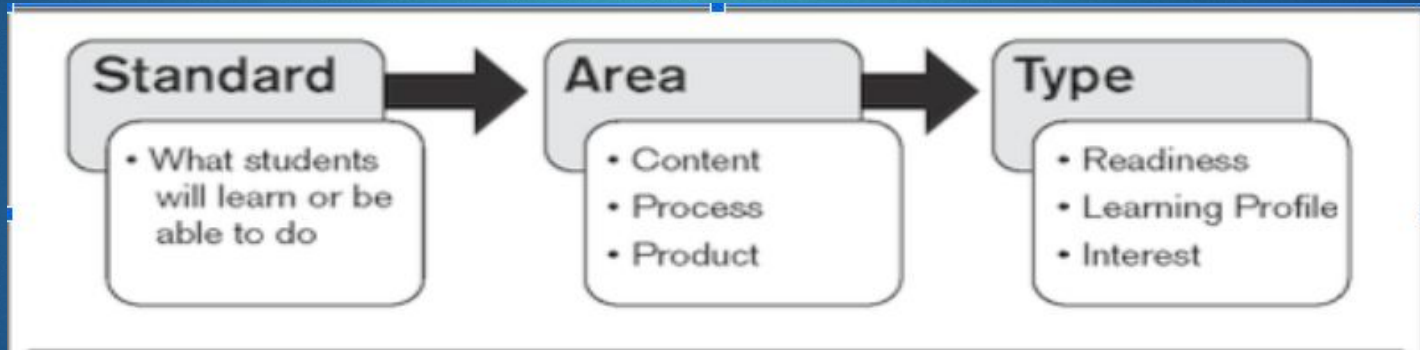
Gifted Services Differentiaton Parent Information Session

Williamsburg Middle School



How does differentiation occur?

Teachers provide differentiation through process, product, and content. This process should be seamless and your child may not be aware that it is happening.



Components of Differentiation

- **Content**

- *What students will learn*
- Differentiated by determining current understanding of concepts/ skills being taught and adapting curriculum for readiness
- Teachers use ongoing assessments (formal and informal) to determine readiness

- **Process**

- *How students will learn*
- What are the best instructional strategies to ensure student learning?

- **Product**

- *How students demonstrate their learning*



Content

Examples of how teachers determine the content that is best for your child:

- **formal assessments**
 - pre-assessments
- **informal assessments**
 - exit tickets
 - conversations
 - teacher observation
 - writing
 - classwork



Process

Teachers determine the best process to use to help your child learn the content/ concepts in the course:



Arlington Public Schools

K-12 Critical and Creative Thinking Models & Strategies

Critical Thinking Teaching Models

- Concept Development Model (Change, Patterns, Systems, Perspective, Cause/Effect)
- Future Problem Solving
- Jacob's Ladder
- Paul's Reasoning Model
- Problem-Based Learning
- Project-Based Learning
- Research Model
- Socratic Seminar
- William and Mary Teaching Models (Vocabulary & Literature Web, Persuasive Writing, Analyzing a Historical Situation)

Creative Thinking Models

- Creative Problem Solving (CPS)
- SCAMPER

Categories of Thinking Strategies

Decisions and Outcomes

- Habits of Mind
- PMI
- Visualization

Making Connections

- Analogies
- Encapsulation
- FFOE (Fluency, Flexibility, Originality, Elaboration)
- Mind-Mapping
- Synectics

Point of View (Different Perspectives)

- Debates
- deBono's Hats
- RAFT
- Socratic Seminar/Junior Great Books
- Structured Academic Controversy

Questioning

- Question Formulation Technique (QFT)
- Levels of Questioning
- Revised Bloom's Taxonomy

Advanced-Content Resources

- William and Mary Literature Units
- Socratic Seminar
- Jacob's Ladder Reading Comprehension Program
- Schoolwide Enrichment Model-Reading (SEM-R) Framework

- Experimental Design
- William and Mary Problem-Based Science Units
- William and Mary Social Studies Units
- The DBQ Project
- Primary Source Documents (Library of Congress)

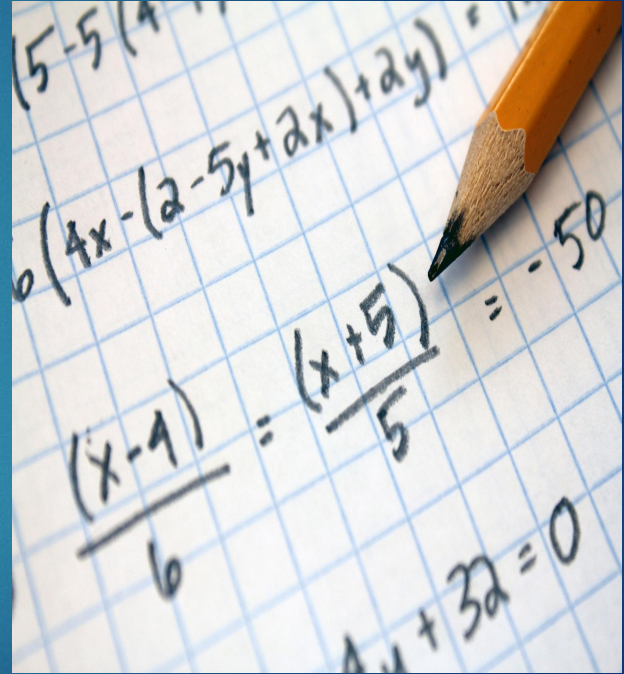


Product

This can also be differentiated depending on the information the teacher is trying to assess. It can appear as:

- tiered assignments
- performance based task assessment

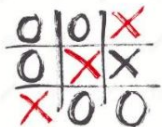
Math Differentiation



Math Differentiation

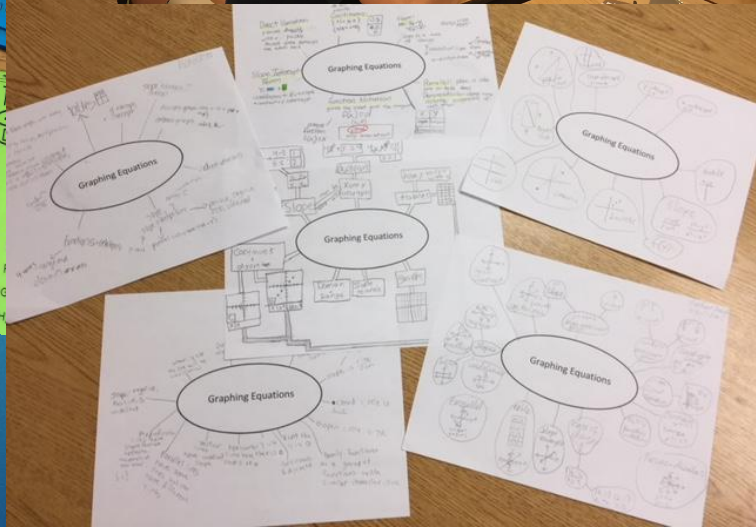
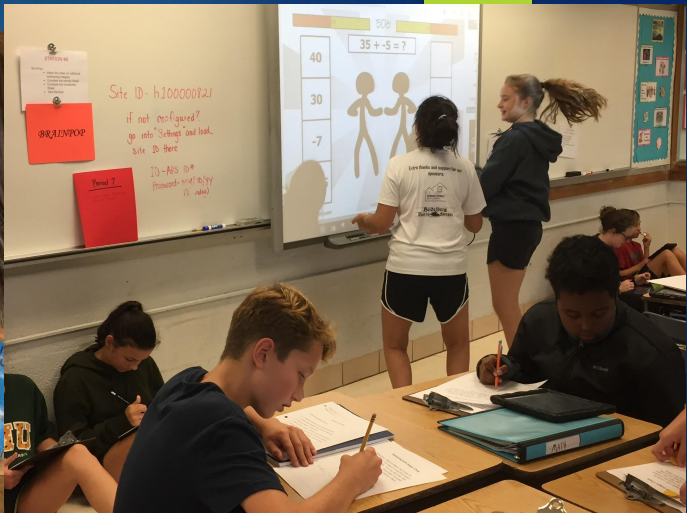
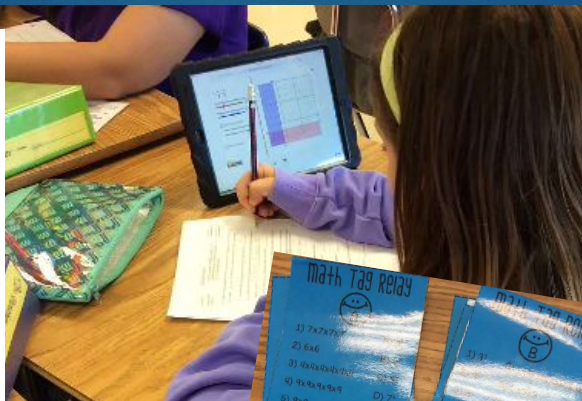
- Collaborative Pairs/
Accountable
Conversations
- Error Analysis
- Multi-Modal Learning
 - Manipulatives,
Models, Visual
Supports, etc.
- Tiered Stations
- Real World Application
- Inquiry Based
Assignments
- Cross-Curricular
Activities
- Flexible groupings
 - Ability and choice
- Project-Based Learning
Opportunities

Pre-Alegbra Tic-Tac-Toe Choice Board



Directions: Review what you have learned this unit with Rational and Real Numbers by playing Tic-Tac-Toe!

1. Start with the center square (Flippity). Complete the activity in the square.
2. Complete two more squares to get Tic-Tac-Toe! You may complete three squares in total.
3. Submit your assignments in each square to get credit.
4. Select the image in each square to be taken to the activity for that square.
5. Have fun!!



English Differentiation





English Differentiation and Extension

Process

- ❑ Flexible grouping
- ❑ Leveled texts
- ❑ Small group extensions
- ❑ Station work
- ❑ Conferring and direct feedback
- ❑ Reading selection

Product

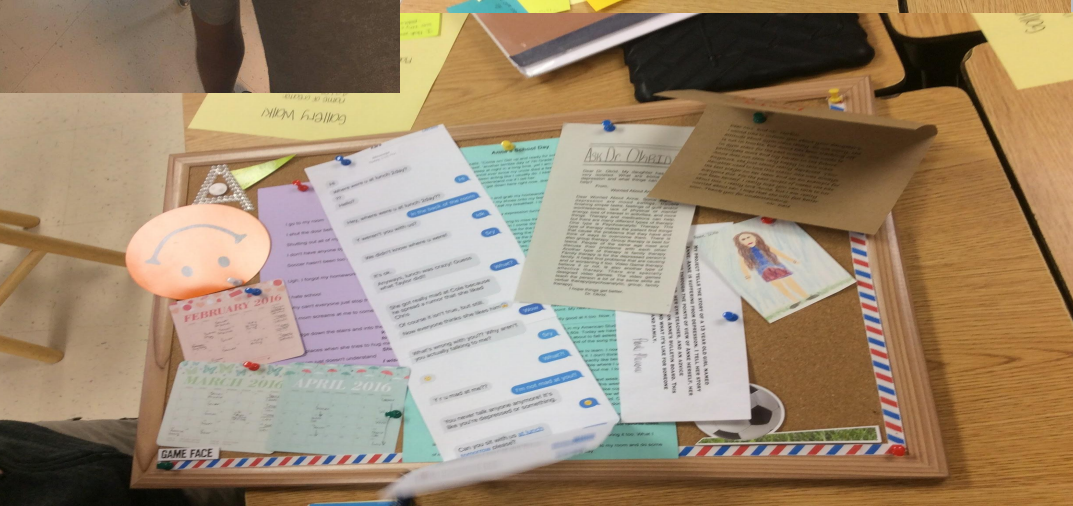
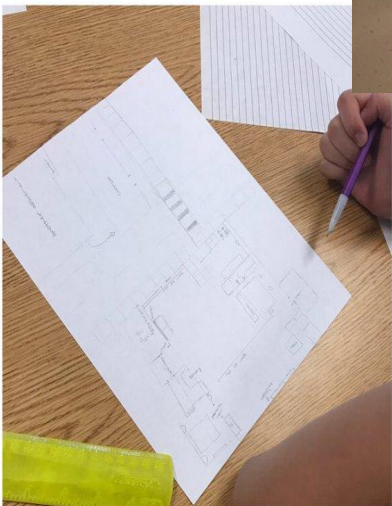
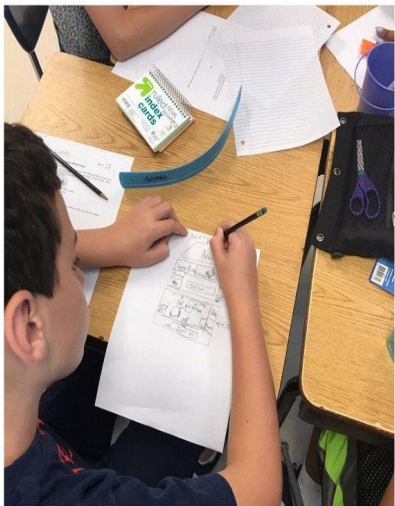
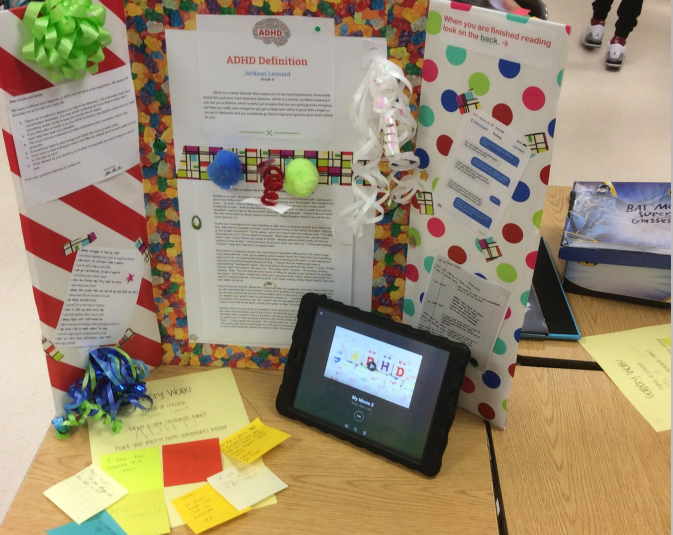
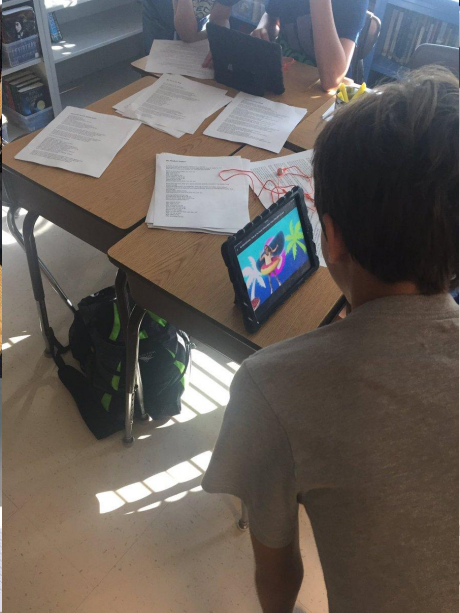
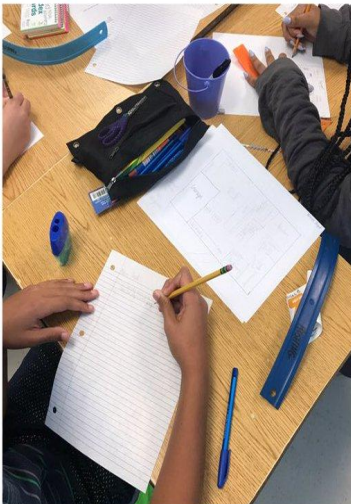
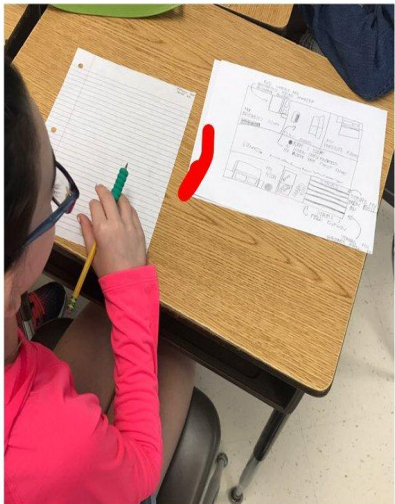
- ❑ Tiered assignments
- ❑ Choice of project product
- ❑ Offering extension

Tiered Assignments

Level of Difficulty	Fiction Writing Option 1	Fiction Writing Option 2	Fiction Writing Option 3	Fiction Writing Option 4	Fiction Writing Option 5	Possible Grade
Brave	Realistic Fiction: Write a realistic fiction story that connects these three elements: A broken wristwatch, a curfew, and a Halloween party. Or, come up with your own scenario. Your story must have all elements of fiction included, characters, and conflict.	Fantasy: Write a fantasy story that connects these three elements: A stolen ring, fear of spiders, and a sinister stranger. Or, come up with your own scenario. Your story must have all elements of fiction included, characters, and conflict.	Science Fiction: Write a science fiction story that connects these three elements: A new world, a missing time machine, and a ruthless leader. Or, come up with your own scenario. Your story must have all elements of fiction included, characters, and conflict.	Mystery: Write a mystery that connects these three elements: A campfire, a scream, and a small lie that gets bigger. Or, come up with your own scenario. Your story must have all elements of fiction included, characters, and conflict.	Historical Fiction: Write a historical fiction story that connects these three elements: A packed suitcase, a journal, and a scene with a murderer. Your story must have all elements of fiction included, characters, and conflict.	***90% A Parent initials:
Braver	Write the story as assigned PLUS include five abstract and five concrete nouns. B and bold the ten nouns in the body of the story or you will not get credit for them. diagram of your story, showing the exposition, initiating event, conflict, rising action & resolution.					
Bravest	Write the story as assigned PLUS five abstract and five concrete nouns. Be sure the ten nouns in the body of the story or you will not get credit for them. Also , <i>italicize</i> these five verbs in the body of the story or you will not get credit for them. Finally , create a plot diagram of your story, showing the exposition, conflict, rising action, climax, falling action & resolution.					

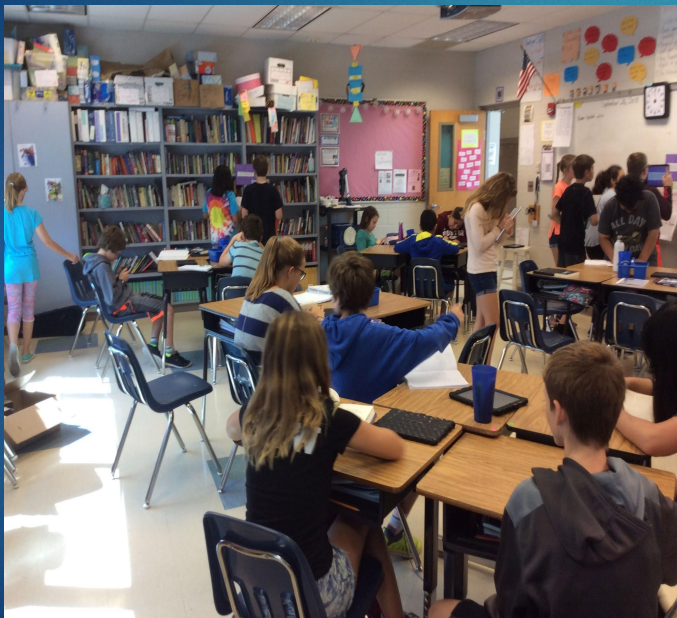
***Please note: Your grade is dependent on the quality of your work. You can receive

① point	② points	③ points
Analyze a campaign commercial	Complete an electoral map that shows the results of the 2016 election	Tell a story about the 2016 election in a collage, poster, or graphic presentation.
Write election-night tweets for the candidates	Design some swag for a political campaign	Compare and contrast two news stories about the same election-related topic
Analyze a political cartoon	Complete a Quick Write/Draw about one of the political candidates or political parties	
④ points	⑤ points	
Compare and contrast our 2-party system with that of another country	Prepare for and participate in the electoral college lunch-time discussion	Prepare for and participate in the electoral college lunch-time discussion AND write a short essay sharing your point of view.
Prepare for and participate in the electoral college lunch-time discussion	Design an opinion poll about the election or a government-related issue. Conduct it, and share and interpret your results.	Create a PSA in video or poster form to encourage people to vote
		Examine recent polls and design a strategy for victory for one of the two major candidates
		Compare the electoral and popular votes in presidential campaigns from 1964-present. What can you learn from the results?



Process

Grouping by Ability/ Interest



Choice/Leveled Texts

***Under the Blood Red Sun* by Graham Salisbury**

Lexile 640

Tomi was born in Hawaii. His grandfather and parents were born in Japan, and came to America to escape poverty.

World War II seems far away from Tomi and his friends, who are too busy playing ball on their eighth-grade team, the Rats.

But then Pearl Harbor is attacked by the Japanese, and the United States declares war on Japan. Japanese men are rounded up, and Tomi's father and grandfather are arrested. It's a terrifying time to be Japanese in America. But one thing doesn't change: the loyalty of Tomi's buddies, the Rats.

Book Trailer: <https://www.youtube.com/watch?v=v8GTesGdRE8>

***Hiroshima* by John Hersey**

Lexile 1190

In this book John Hersey chronicles the experiences of six people from various walks of life on the day the U.S. dropped an atomic bomb on the Japanese city of Hiroshima. We learn where each person was leading up to at the moment of the detonation, and we also learn what happened to each of

Process: Menu Choice Boards

- Connect to content taught
- Students have choice to strengthen understanding or extend it

English Extension & Practice Choice Board

What Speaks to YOU? 	Voice Hunt... 
Your Story to Tell... 	Be Inspired! <p>How I act when I get a new book:</p>  <p>I'm going on an adventure!</p>

Product: Choice

The Outsiders Final Characterization Project

Background

The Outsiders tells the story of two groups of teenagers with a bitter rivalry. The **Socs** are rich, spoiled, and according to society, never do anything wrong. The greasers, on the other hand, are referred to as troublemakers, lawless, and hoods. Often times, we are guilty of unfairly labeling and grouping people based on their looks, where they live, and with which group they identify. *The Outsiders* was one of the first realistic fiction books for teenagers that tried to help readers see the characters not just as one-dimensional members of a group, but as complex and realistic people.



SOL Standard:

- 7.5a- The student will describe the elements of narrative structure including setting, **character development**, plot structure, theme, and conflict. The student will identify **characterization** as the way an author presents a character and reveals character traits by:
 - what a character says;
 - what a character thinks;
 - what a character does; and
 - how other characters respond to the character.

Directions:

Choose a character from *The Outsiders* and create a project that **FULLY** represents your character. Your project should address each method of characterization and **show that you have mastered the standard.**

Characterization Methods (Your choices should give you clues about your character's traits)

- Appearance – how does he or she look?
- Thoughts/Feelings (what do these tell you about your character?)
- Speech – find a quote (this means dialogue) that your character said AND helps you understand your character.

My Character Project Planning Sheet

My character is: _____ My project will be _____

*The character chart you have been using to track characters over the course of the book will be SUPER helpful in filling this out! Hint! Hint!

Appearance: How does the character look?	Descriptive words or phrases that describe him/her	Supportive passage from the text
Thoughts/Feelings: What does the character think and feel? How will you represent this?	How will you represent his/her thoughts/feelings?	Supportive passage from the text
Speech: What does the character say? How does he/she talk?	How will you represent his/her speech?	Supportive passage from the text

Social Studies Differentiation

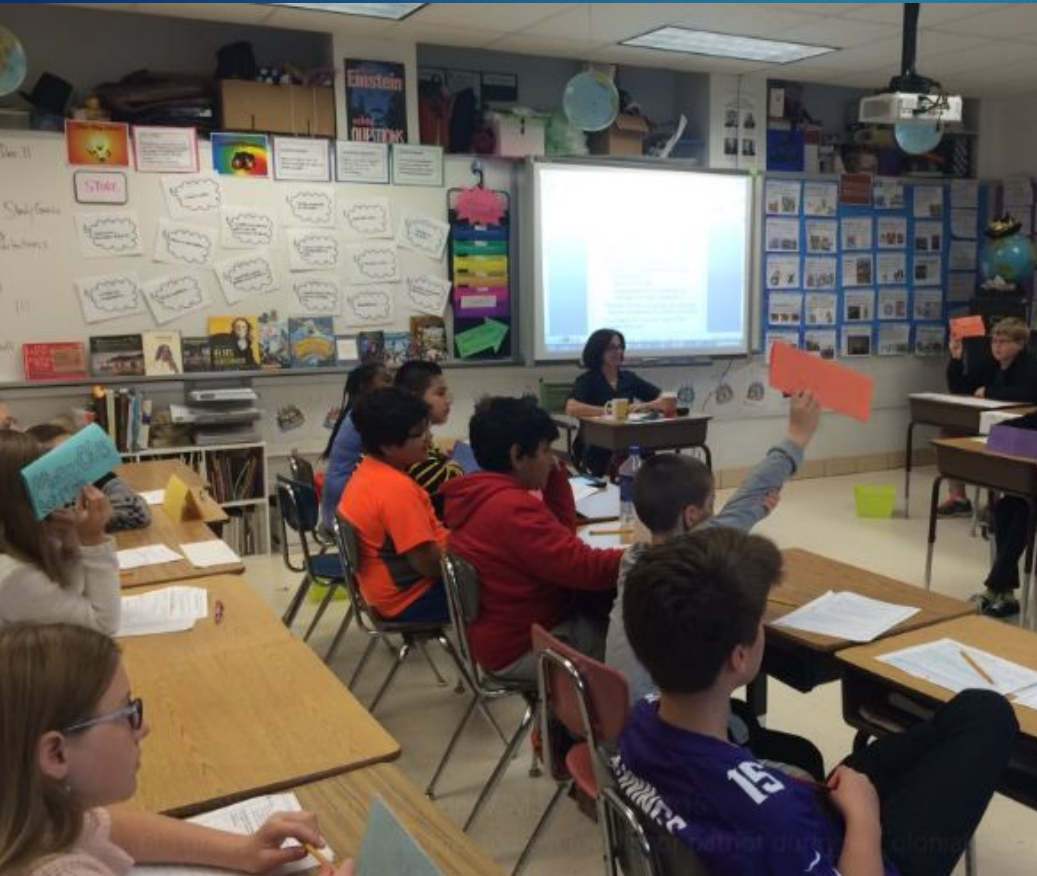


Social Studies

Social Studies Differentiation

- Differentiated Learning Menus
- Flexible grouping strategies
- Spiraled questioning
- Experiential learning
- Socratic Seminars
- Leveled readings
- Document Based Questions
- Simulations and debate
- Primary source analysis
- Performance assessment tasks
- School wide opportunities

Process: debate, stations



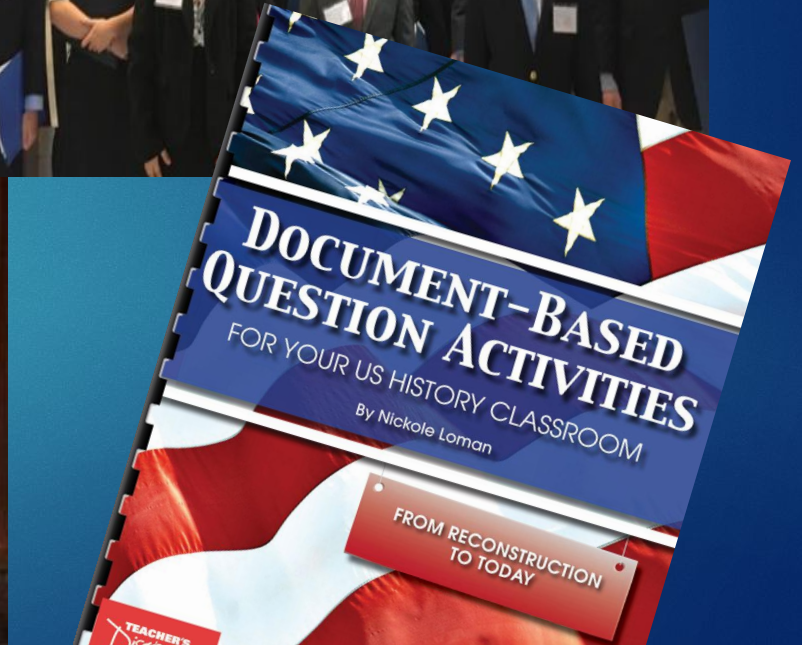
Economics Current Events Choice Board Responses



Directions:

1. Complete the first slide: Reference
2. Select the slides below that correspond with the choices on the board you would like to answer. For example..if you choose the "Ethics" response on the board, find the "Ethics" slide and respond to the prompt on the slide.
3. Respond to the selection according to the directions. You may add slides if you need more space. You can do this by highlighting the slide on the left and then selecting the "Edit" tab and selecting "Duplicate." It will make a copy of that slide. Write "Page 2" on the upper right hand side of the slide.
4. Delete the slides that you DO NOT complete.
5. Submit your completed slide presentation in Canvas when you are done.





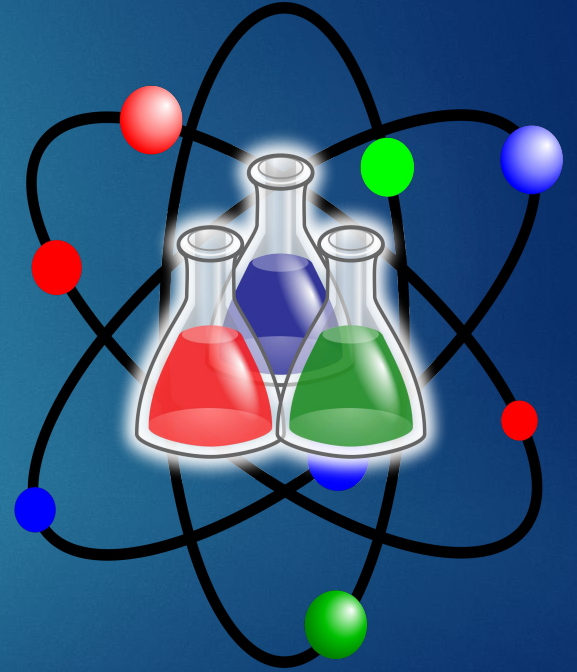
OFFLINE

- D-Day
- Navajo Code Talkers
- WW2 Kids Discover
- The Home Front
- Women in WW2
- Japanese Internment Camps
- Rosie the Riveter short story
- D-Day short story
- Fiction and nonfiction books

Choose an activity: read a short story, historical fiction novel, or read a nonfiction selection, then complete a response sheet. You will need to talk with your teacher about which response sheet to complete.

1 point	2 points	3 points
Analyze a campaign commercial Write election-night tweets for the candidates Analyze a political cartoon	Complete an electoral map that shows the results of the 2016 election Design some swag for a political campaign Complete a Quick Write/Draw about one of the political candidates or political parties	Tell a story about the 2016 election collage, poster, or graphic presentation Compare and contrast two news stories about the same election-related topic
4 points	5 points	
Compare and contrast our 2-party system with that of another country Prepare for and participate in the electoral college lunch-time discussion Design an opinion poll about the election or a government-related issue. Conduct it, and share and interpret your results.	Prepare for and participate in the electoral college lunch-time discussion AND write a short essay sharing your point of view Create a PSA in video or poster form to encourage people to vote Examine recent polls and design a strategy for victory for one of the two major candidates Compare the electoral and popular votes in presidential campaigns from 1964-present. What were the results?	

Science Differentiation



SCIENCE



WMS Science Fair

Regional Science Fair

VJAS





Science Differentiation



Pre-Assessments

- determine student readiness

Planning

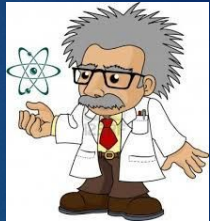
- grade level teachers meet twice a week, discuss ways to provide challenging experiences and extend our curriculum

Flexible Grouping

- students work with a variety of peers (student-choice groupings or teacher-choice groupings)

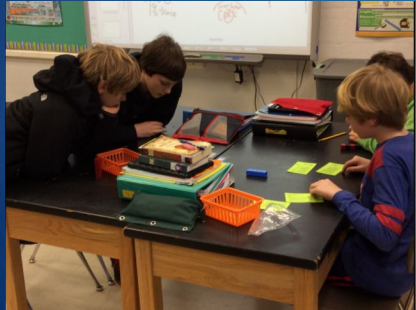
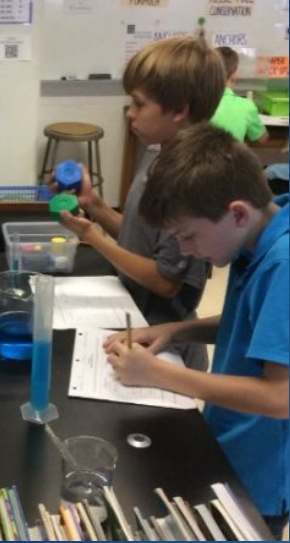
Choices

- provide a variety of choice formats to appeal to students' interests



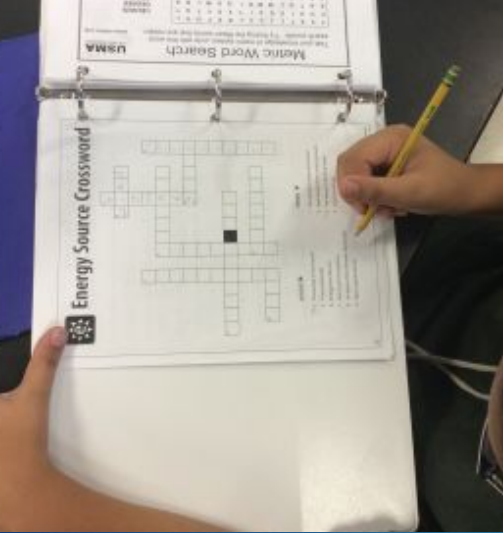
SCIENCE in the CLASSROOM

In 6th grade, we are developing the foundation for lab skills to be used in 7th and 8th grade.



Hands-on Experiences & Voice and Choice in the
Classroom

SCIENCE in the CLASSROOM





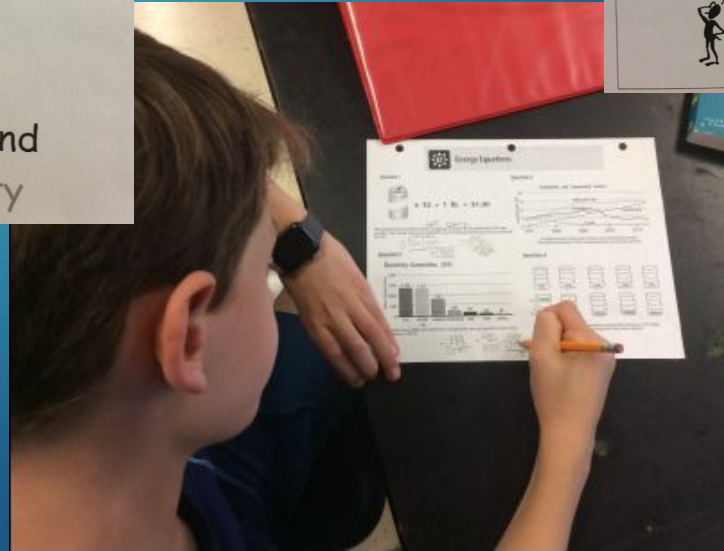
A.N.C.H.O.R. ACTIVITIES

Another
Novel
Chance for
Having
Ownership and
Responsibility



jects

Wanderings 
-and-
 Ponderings

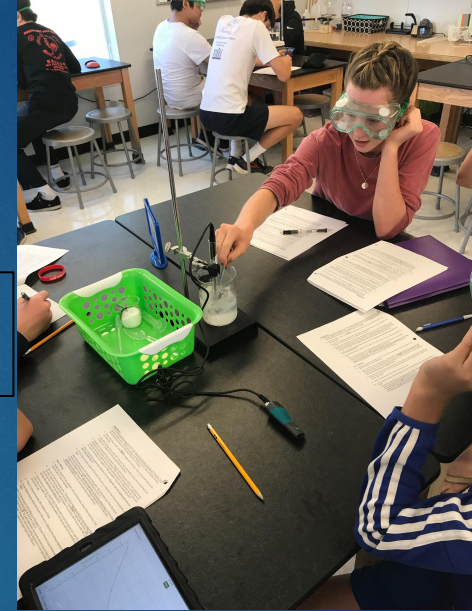


SCIENCE in the CLASSROOM

In 8th grade, we are applying the lab skills they mastered in 6th and 7th grade
Voice and Choice in the Classroom

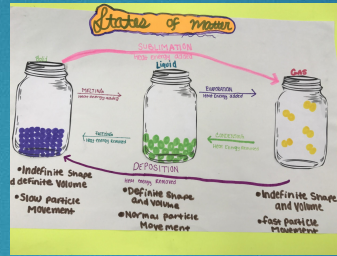


Density Lab

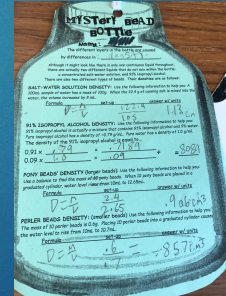
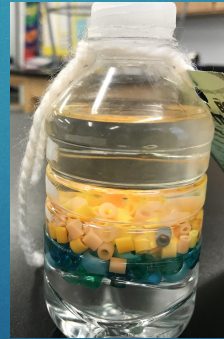


Freezing/Melting Point Lab

Solid Molecular Drawing (M)	Liquid Molecular Drawing (L)	Gas Molecular Drawing (G)
Characteristics of Matter (S) Holds its shape Molecules don't move too much Attract to one another	Characteristics of Matter (L) Fixed volume, but not fixed shape Molecules can slide past each other, but don't move quickly	Characteristics of Matter (G) No fixed shape or volume Highly compressible Molecules can slide past each other and move quickly
Examples •Rocks •rice •Wood •Steel	Examples •blood •water •gasoline •Milk	Examples •Oxygen •helium •hydrogen •nitrogen



States of Matter Project



Density Bottles Lab

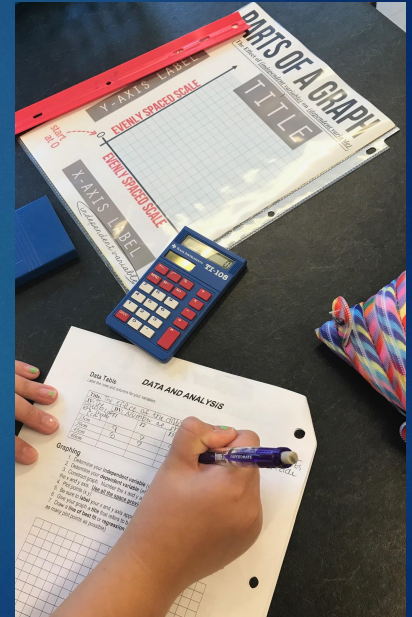
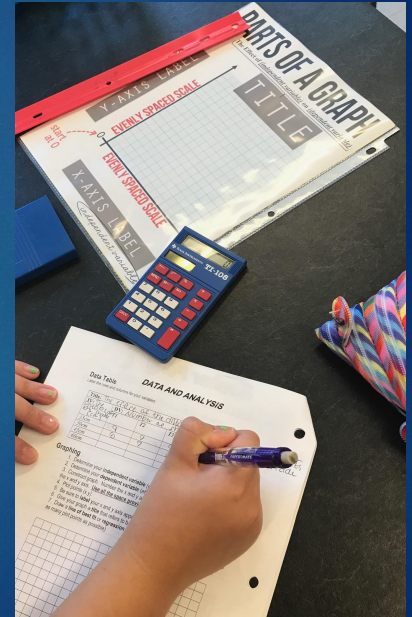
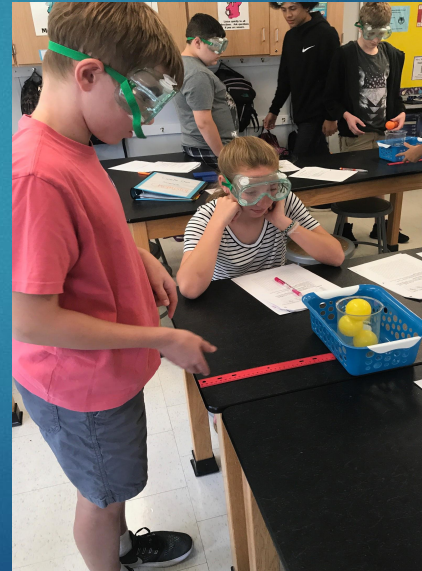
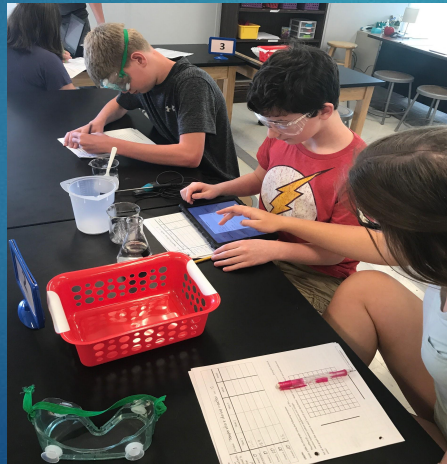


SCIENCE in the CLASSROOM

Using "Probeware" to
calculate the pH Level of
liquids



Solubility Lab



FAQs

Common Questions: Differentiation

- **Where can I find extension opportunities for my child?**
 - Teachers offer extensions for their content area on their Canvas homepages.

Practice and Extension Activities (Optional):	<p>Practice Activity: If you want to review the elements of plot, you are encouraged to check out this week's practice activity where you will watch a video and play a Kahoot game.</p> <p>Extension Activity: Have fun reinventing the plot of a favorite fairy tale by completing this writing activity.</p>	<h2>Social Studies</h2>
<h2>English</h2>	<h3>Choice and Extension Activities:</h3>	


- Check out the opportunities in our [Monthly Newsletter](#) and the [Parent Enrichment and Resources for Challenge](#) pages on our gifted services website.

Common Questions: Differentiation

- **My child has not been choosing to participate in optional activities (such as extensions), can the teacher force them to do this?**
 - These opportunities are optional, so teachers do not require/ grade extensions.
 - It might be helpful if you had a family discussion about optional work and discuss goals that a child may have. Start with optional activities that peak their interest.
 - Have your child talk to the teacher about what is available to them if they feel they need more challenge.

Common Questions: Differentiation

- **Where can I find the Differentiation Report?**
 - This report comes out quarterly (after report cards post, so soon!)
 - Notifications sent out in a WMS School Talk, PTA Newsletter. It can be found on our Differentiation Reports page on our WMS website.
 - Look for it! :) It contains the strategies our wonderful staff has used to provide the challenge your child needs.



Williamsburg
MIDDLE SCHOOL

WMS Differentiation Report: Quarter

Example and Definitions

Grade /Content Area Curriculum	Instructional Methods & Practices
Curriculum (i.e., summary of standards/content instructed) <ul style="list-style-type: none">• Title of unit within the term (ie quarter 2)• Details relevant to the unit topic• Brief summary of standards/content instructed	Differentiation: (List strategies used) <ul style="list-style-type: none">• What students learn (content)• How skills and knowledge are taught (process)• How students demonstrate what they have learned (product) Enrichment/Extension: Enrichment/extensions are materials and/ or activities that are an extension of the lesson. Activities can: <ul style="list-style-type: none">• be based on interests and leads to new in-depth learning.• bring new concepts to light or use existing concepts in new ways.• allow students to dig deeper into the content being taught.• be completed individually, in a partnership, or a small group.• bring in real-world lessons.• offers choice and challenge.