



**Totowa Public Schools**

**Dance**

**Grades 6-8**

**Aligned to NJSL Standards**

**Revised and BOE Adopted: 8/31/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Dance and Society	12 Weeks	Lessons satisfy, DEI, Amistad, Holocaust, LGBTQIA & PPw/D, AAPI Laws.
Creating Dances	12 Weeks	
Performance Dance	12 Weeks	
		Please note, the district does not offer Dance as a course.

<b>Unit Title</b>	Dance and Society
<b>Unit Duration</b>	12 Weeks
<b>Unit Summary &amp; Rationale</b>	Students in different grade levels will research and examine different cultures and dances. They will then apply the learning objectives for this unit to the culture that they are studying.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How is dance understood?</li> <li>• How is dance interpreted?</li> <li>• What criteria are used to evaluate dance?</li> <li>• How does dance deepen our understanding of ourselves, other knowledge, and events around us?</li> <li>• How does knowing about societal, cultural, historical and community experiences expand dance literacy?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Dance is perceived and analyzed to comprehend its meaning.</li> <li>• Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</li> <li>• Criteria for evaluating dance vary across genres, styles, and cultures.</li> <li>• As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</li> <li>• Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.</li> <li>• <b>Career Exploration – Explore careers in dance (choreography, teacher, theatre, video production)</b></li> </ul>
<b>Learning Outcomes</b>	<p>Possible types of dance to study over the year (student voice &amp; choice and variation by grade level):</p> <ul style="list-style-type: none"> <li>- Folkloric</li> <li>- Musical Theater Dance</li> <li>- Beginner Ballet</li> </ul>

- Beginner Modern Dance
  - Contemporary Modern Dance
  - Improvisation and Composition
- Additional Tasks:
- Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation
  - Learn social dances from various periods. Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
  - Reflect upon the emotional response to a dance and use expressive language to report experiences.
  - Choose from a “grab bag” of countries and research the dances of the country chosen.
  - Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
  - Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle for USA). **(Holocaust and AAPI)**
  - Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres.
  - Research the influence of African-American, Latin/South American, and European or American social dances and social dance music. **(Amistad, DEI, LGBTQIA & PPWD)**
  - Research the connections between two dance styles.
  - Compare and contrast dances by various American choreographers (e.g., Merce Cunningham’s Rainforest, Alvin Ailey’s To Bird With Love, Jose Limon’s The Moor’s Pavane).
  - Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
  - Make a “family tree” of dance form, including major artists and dates of significant works.
  - Research the climate for the particular culture being studied and identify how climate change impacts the culture. **(Amistad, DEI, LGBTQIA & PPWD, Holocaust)**
  - Research and discuss dances created about the environment.

**Assessment Evidence**

<b>Formative</b>	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance
<b>Summative</b>	Tests, Quizzes, Projects, Formal Performances, end-of-unit composition
<b>Alternative and Benchmark</b>	Alternative – Students choreography dance on paper, alternative assignment on dance style (research paper/presentation)  Benchmark – LinkIt Benchmark, Standards aligned assessment, performance assessments  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Visual &amp; Performing Art</b>	
<ul style="list-style-type: none"> <li>• 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.</li> <li>• 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</li> <li>• 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.</li> <li>• 1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</li> <li>• 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.</li> <li>• 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</li> <li>• 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.</li> </ul>	
<b>Visual and Performing Art Practices</b>	

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Visual and Performing Art

- Creating
- Performing
- Responding
- Connecting

**NJ: 2016 SLS: English Language Arts**

- RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations**

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

**Interdisciplinary/21st Century Connections**

**21<sup>st</sup> Century Connections**

- Critical thinking
- Collaboration and Teamwork
- Creativity and Innovation

**Social Studies**

- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information

<b>Unit Title</b>	Creating Dances
<b>Unit Duration</b>	12 Weeks
<b>Unit Summary &amp; Rationale</b>	Students in different grade levels will develop an understanding of how their bodies move and work when engaged in creating a dance. Students will create dances based on student voice and choice.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Where do choreographers get ideas for dances?</li> <li>• What influences choice-making in creating choreography?</li> <li>• How is the body used as an instrument for technical and artistic expression?</li> </ul>



<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</li> <li>• The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>• The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Manipulate movement phrases with devices such as repetition, inversion, retrograde.</li> <li>• Explore structures such as Call and Response, Flocking</li> <li>• Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.</li> <li>• Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities.</li> <li>• Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.</li> <li>• Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.</li> <li>• Execute movement sequences in a variety of dance forms with accuracy.</li> <li>• Make spontaneous choices in a dance partnering with sensitivity to the partner.</li> <li>• Explain the technical demands of a style.</li> <li>• Learn vocabulary related to descriptive and technical dance terms.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance

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<ul style="list-style-type: none"> <li>• 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g. music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</li> <li>• 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</li> <li>• 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g. ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</li> <li>• 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political or cultural meaning. Articulate how the criteria <ul style="list-style-type: none"> <li>• clarify or intensify the artistic intent.</li> </ul> </li> <li>• 1.1.8.Pr.5a: Examine how healthful strategies (e.g. nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are <ul style="list-style-type: none"> <li>• essential for the dancer.</li> </ul> </li> <li>• 1.1.8.Pr.5b: Examine how kinesthetic principles and various body systems (e.g. cardiovascular, respiratory, musculoskeletal) related to the dancing body.</li> <li>• 1.1.8.Pr.5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.</li> </ul>	

- 1.1.8.Pr.5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g. yoga, weight training, aerobics, Pilates).
- 1.1.8.Pr.5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

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**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

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- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Interdisciplinary/21st Century Connections**

**21<sup>st</sup> Century Connections**

- Critical thinking
- Collaboration and Teamwork
- Creativity and Innovation

**SEL Competencies**

- Self-Awareness
- Relationship Skills

[New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx](#)

<b>Unit Title</b>	Performing Dance
<b>Unit Duration</b>	12 Weeks
<b>Unit Summary &amp; Rationale</b>	Students in different grade levels will continue the work from Unit 2 to revise and perform the dance(s) created.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do dancers work with space, time and energy to communicate artistic expression?</li> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> <li>• How do dancers work with space, time and energy to communicate artistic expression?</li> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>• Space, time and energy are basic elements of dance.</li> <li>• Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</li> <li>• Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.</li> <li>• Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.</li> <li>• Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use it to revise performance.</li> <li>• With peers, create a video of students dancing to weave into a performance.</li> <li>• Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).</li> <li>• Analyze a dance's content and social/cultural context.</li> <li>• Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.</li> </ul>
<b>Assessment Evidence</b>	
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<ul style="list-style-type: none"> <li>• 1.1.8.Cr3a Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.</li> <li>• 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g. directions, spatial pathways, relationships) using dance notations, symbols, or forms of media technology.</li> <li>• 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</li> <li>• 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</li> <li>• 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.</li> <li>• 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</li> <li>• 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.</li> <li>• 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document the performance process using dance and production terminology. Analyze and evaluate the success of a performance.</li> </ul>	

- 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

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- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- W.6.10 , Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- WHST.6-8.1. Write arguments focused on discipline-specific content.
- WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

**NJSLS Performance Expectations**

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations**

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

**Interdisciplinary/21st Century Connections**

**21<sup>st</sup> Century Connections**

- Critical thinking
- Collaboration and Teamwork
- Creativity and Innovation

**SEL Competencies**

- Self-Awareness

[New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx](#)

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<p style="text-align: center;"><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p style="text-align: center;"><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p style="text-align: center;"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p style="text-align: center;"><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p style="text-align: center;"><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.