Dorothy Hamm Middle School
Differentiation Report
2nd Quarter, 2024-2025

Grade 6 English **Curriculum (i.e., summary of standards/content instructed)**	**Instructional Methods & Practices**
Curriculum **Unit 1 - Finding Courage** - Analyzing an excerpt from *The Breadwinner* - Writing personal narratives **Unit 2 - Life in Verse** - Figurative language - Elements of fiction - Analyzing *The Van Gogh Cafe (VGC)* **Grammar** - Parts of speech - Pronoun-antecedent **Vocab Surge** - Prefixes - Suffixes	**Differentiation Strategies** ● Choice of note-taking techniques ● Challenge options built into quick writes ● Strategic grouping for providing support and challenges ● Choice writing prompts ● Writing conferences ● Extension activities ● Checklists and graphic organizers ● Differentiated activities in BrainPop, Flocabulary, and Nearpod ● Grammar workshops with leveled grouping, differentiated practice activities, adjusted support as needed ● Lexia individualized to each student ● Differentiated rubrics for summative assignments ● *Van Gogh Cafe* study guide packet adjusted to student levels/need ● Pre-assessment on figurative language
Grade 6 Reading **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum	**Differentiation Strategies**
Grade 7 English **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Grammar unit: Compound Sentences (LU. 1) Poetry Unit State Standards: ● DSR - Students will build knowledge and comprehension skills from reading a range	**Differentiation Strategies** Jacob's Ladder - used Jacob's Ladder questioning strategies to analyze poems Tiered Assignments - provided tiered options for summative

of challenging, content-rich texts. ● RL. 1 - Key details and plot details ● RL. 2 - Craft and style ● RL. 3 - Integration of Concepts ● W.2 - Organization and Composition ● W. 3 - Usage and Mechanics ● C. 1 - Communication, Listening, and Collaboration	end of novel assignment Provided multiple texts to compare themes and structure Implemented Project Zero Think Pair Share strategy when analyzing poems
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum ● Independent reading ● ● NaNoWriMo Storytelling: What Connects Us & Stories That Define Us ● Nonfiction & Digital Media: Technology in a Changing Society Unit	**Differentiation Strategies Offered** ● **Independent Reading** - students are expected to read 2.5 hours a week in a choice book. Teachers provide recommendations, book lists, and access to a classroom library. ● **NaNoWriMo** - students develop their fiction story in parts focusing on character, setting, inciting incident, conflict, plot elements, and point of view. Students will explore how to explode a moment, develop tone & mood within their writing, include symbolism, and develop their author style. Students set a word count goal and keep track of their progress daily. ○ English 8: 5,000 word minimum ○ English 8 Intensified: 6,000 word minimum ○ All students are required to produce an edited excerpt and cover design ○ All students are required to participate in the We Are Writers showcase event ● **Nonfiction & Digital Media** – students work with a variety of nonfiction texts/articles focused on the topic of Artificial Intelligence, keeping in mind our class definition of nonfiction. They use Nonfiction signposts to find important information within the text that point to the key details and main idea. ○ Students demonstrate their understanding by writing three sentence summaries, signpost reflections that show understanding of, fact vs. opinion and an analysis of word connotation/denotation. ● **Dystopian Novel Choice** – students were provided a list of Dystopian novels to choose from for the Dystopian unit. Once they selected their text of choice, they were grouped into Literature Circles.

Grade 6 US History **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**

• **Unit 3: American Revolution**
  ○ USI.6 The student will apply social science skills to understand the causes and results of the American Revolution
• **Unit 4: Westward Expansion**
  ○ The student will apply social science skills to understand the challenges faced by the new nation
  ○ The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861
• **Unit 5: The Civil War**
  ○ USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War
	• Inquiry Based PBA, Exploring the question: What was the most important cause of the American Revolution? Explore and extend research questions in addition to the core criteria for Q2 Project on the causes of the Revolution - opportunity to research the role of different groups during the war.
	• Project Zero Thinking and Discussion Strategies

Grade 7 Civics and Economics **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **CE.5 The student will apply social science skills to understand the political (election) process at the local, state, and national levels of government by** **CE.6 The student will apply social science skills to understand understand the American constitutional government at the national level**	**Differentiation Strategies** Students used critical thinking, deep analysis, and communication skills with DBQ Project: Should the Electoral College be abolished? Students used “Choice and Voice” to bring Civics outside the classroom with a variety Civic Action Portfolio Entries Students evaluated and compared Political Platforms and Media Sources Various Project Zero Thinking Strategies
Grade 8 World Geography **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**

Curriculum **WG. 1** - The student will demonstrate skills for historical thinking, geographical analysis, and economic decision making. **Unit 3 - Human and Economic Geography** WG.3 - explain cultural characteristics that define a region. WG.4 - examination of natural, capital, human and entrepreneurial resource use and patterns WG. 14 - evaluating human and economic development amongst nations WG. 15 - determine how human migration and cultural diffusion impact people and place WG. 16 - understand what makes an advantageous geographic sites and situations, and the costs and benefits of urbanization WG. 17 - analyze impact of globalization and economic unions **Unit 4 - Conflict and Cooperation - Political Geography** WG.18 - explain different political divisions and the ways political cooperation is used to settle disputes **Unit 5 - Regional Study of Latin America & the Caribbean** WG.6 - identifying major countries, cities, physical features and economic and cultural aspects WG. 15 - determine how human migration and cultural diffusion impact people and place	**Differentiation Strategies** ● Pre-Tests to assess students' mastery of content and skills at start of units. Demonstration of mastery allows students to complete an alternative independent project allowing for individual voice and choice. ● Tiered instruction - small and whole group with varying levels of scaffolded support. ● Kagan strategies for group work and discussion. ● Secondary (and some primary) sources analysis using LOC tools ● Readings provided at differentiated reading levels ● Extension activities for students who finish classwork early–i.e., Passport Project, geography games, writing prompts, Choice Boards ● Kinesthetic learning opportunities–"station" activities, simulations. ● Unit 4 Peace Museum and Research Project - students chose own topic, did independent research and created a project with some variety of options. ● Art-based activities, including use of technologies such as Canva and Sketch Book Artist ● Project Zero Thinking Routines:*" I used to think, now I...", "Claim Support Question" See Think Wonder.*

Grade 6 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
● The solar system is a set of interrelated and interdependent elements that are seamlessly connected through the flow of matter and energy. Characteristics of these elements within the solar system are	**Differentiation Strategies** ● Choice of group or individual work ● Enrichment and extension opportunities to include escape rooms that build on 6th grade standards ● Structured academic controversy ● History of Space exploration choice of research topic ● Vocabulary graphic organizer ● Frayer model vocabulary

determined by their composition **(6.2).** ● Technological advances, breakthroughs in interpretation, and new observations continuously refine our understanding of the Earth and solar system **(6.2).** ● The proximity of the Earth to the sun and moon in our solar system influences Earth systems and enables life to exist on Earth **(6.3)**. ● The interactions and orientations of the sun, Earth, and moon lead to patterns that are evidenced in seasons, eclipses, and	● Tiered instruction with varying levels of scaffolds
Grade 7 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum *Cell Types, *Cellular Organization *Cell Processes: Diffusion/Osmosis, Cell Energy Cycle. *Experimental Design (immerse in each topic), including graphing.	**Differentiation Strategies** ● Variety of learning techniques with tiered instruction with varying levels of scaffolds: group discussion, graphic organizers. ● In-school support with science teacher, resource teacher for gifted, librarian (research) ● Choice of review activities to match academic strengths and needs of students ● Enrichment and extension opportunities ● Choice projects. ● Choice of review activities to match academic strengths and needs of students
Grade 8 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**

Curriculum
- Independent Science Project
  - Making and analyzing graph
  - Making conclusions
- Phase Changes of Matter
- States of Matter
- Parts of an Atom
- Atomic Theory
- Reading the Periodic Table
- Models of an Atom
	Differentiation Strategies:
	● Brainstorming pyramid to generate project ideas.
	● Individualized project tailored to students Interests
	● Option to enter science fair competition/VJAS
	● Option to choose- your-own adventure (scaffolded science project)
	● In-school support with science teacher, resource teacher for gifted, librarian (research)
	● Self-paced asynchronous work

- Isotopes	● After school support for science fair and science projects and VJAS ● Small group collaboration ● Choice of review activities to match academic strengths and needs of students

Grade 6 - Math 6 **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum: Standards: 6.CE.2a-d, 6.MG.3f,6.PFA.3a-f , 6.NS.1a-e, 6.CE.1a-e, 6.PS.1d-e ● Review identifying and placing integers on a number line ● Addition and subtraction of integers in context ● Model addition and subtraction of integers ● Estimate and compute addition and subtraction of integers ● Multiplication and division of integers in context ● Model, estimate, and compute multiplication of integers ● Estimate and compute multiplication and division of integers ● Write and solve a one-step linear equation ● Prove the solution to an equation is correct ● Percents ○ Modeling percents ○ Writing percents as fractions and decimals ○ Collect data and consider ways to represent the data in a circle graph with fractions and percents ● Compare and order fractions, decimals and percents ○ Use data represented in a circle graph to answer questions requiring an understanding of size of percents and fractions ○ Compare and order fractions, decimals and percents ● Multiplying Fractions ○ Modeling multiplication ○ Considering the value of the solution - what happens when you multiply a	**Differentiation Strategies Offered** **Instructional** **Methods & Practices** **Differentiation Strategies Offered** ● Reasoning Routines ● Pre-Assessments ● Inquiry Activities ● Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement) ● Menus/Choice Boards (differentiated to meet students for remediation, practice, and extension) ● IXL (students can practice current skills based on assigned weekly lessons; students can practice unfinished learning by stepping into the arena; student also have access to individualized action plans based on their NWEA MAP scores) ● Deltamath

fraction by a whole number versus a fraction by a fraction? ○ Problems in context • Dividing Fractions ○ Modeling division ○ Considering the value of the solution - what happens when you divide a fraction by a whole number or a whole number by a fraction? ○ Problems in context • Solving problems with mixed numbers	
Grade 6 - Pre-Algebra 6 **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum: 6.NS.1a-e,7.NS.1a-d, 7.NS.2a, *7.NS.3ab*, 8.NS.1a-c, 8.NS.2a-c, 6.CE.1, 6.PFA.3, 7.PFA.2, 7.PFA.3, 8.PFA.1,8.PFA.4, 8.MG.1, 6.PFA.4a-e, 7.PFA.4a-h, 8.PFA.5a-g • Introduction to Fractions, Decimals, and Percents • Estimating and Representing Percents • Determining Equivalencies Among Fractions, Decimals, and Percents • Comparing and Ordering Rational Numbers • Introduction to Exponents and Powers of 10 • Converting Between Scientific Notation and Decimals • Comparing Numbers in Scientific Notation • Understanding Square Roots and Perfect Squares • Exploring the Real Number System and Its Subsets • Comparing and Ordering Real Numbers • Represent expressions with concrete manipulatives • Represent expressions pictorially • Simplify and generate equivalent algebraic expressions • Write a two-step equation to represent a given situation • Represent and solve two-step equations with concrete	**Differentiation Strategies Offered** **Instructional** **Methods & Practices** **Differentiation Strategies Offered** • Reasoning Routines • Pre-Assessments • Inquiry Activities • Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement) • Menus/Choice Boards (differentiated to meet students for remediation, practice, and extension) • IXL (students can practice current skills based on assigned weekly lessons; students can practice unfinished learning by stepping into the arena) • DeltaMath • Math Research Activities

manipulatives, including confirming the solution • Represent and solve two-step equations pictorially, including confirming the solution • Solve two-step equations abstractly and confirm the solution • Write a situation for a given two-step equation • Write an inequality to represent a given situation • Compare and contrast equations and inequalities, including identifying values that are and are not part of the solution set • I can graph linear inequalities on a number line. • I can write linear inequalities using symbols based on graphs or real-life situations. • I can solve one-step linear inequalities using basic arithmetic operations. • I can solve two-step linear inequalities and show the solutions on a number line. • I can write and solve linear inequalities that represent real-world problems. • I can solve multi step linear inequalities by using the distributive property and combining like terms. • I can use substitution to check if a number is a solution to an inequality. • I can explain how multiplying or dividing an inequality by a negative number changes the direction of the inequality.	
Grade 7 - Math 7 **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **No report provided - contact teacher**	**Differentiation Strategies** •
Grade 7 - Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**

Curriculum **No Report Provided - contact teacher**	**Differentiation Strategies** ●
Grade 7 - Algebra I Intensified **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **No Report Provided - contact teacher**	**Differentiation Strategies**
Grade 8 Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum: Unit 5: Irrational Numbers and the Real Number system Unit 6: Equations and Uses in Geometry	**Differentiation Strategies** ● Varied Instructional Strategies (Direct Instruction: explicit teaching for foundational skills; Hands-On Activities: manipulatives and visual aids to support different learning styles) ● Note Taking (students having the option to complete notes electronically, guided and/or self paced) ● Collaborative Learning (collaborative environment where students can work together on challenging problems, enhancing their communication and teamwork skills) ● IXL (differentiated based on students current level via beginning of year diagnostic; as well as weekly lessons assigned on current concepts) ● Choice Boards (stations for student choice) ● Small groups (remediation, practice, extension) based on exit tickets and quizzes ● Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement, such as sports statistics)
Grade 8 Algebra I **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 3: Linear Functions - Domain, Range, slope, x and y intercepts, Standard Form, Slope-int form, and point-slope form Unit 4: Solving Equations (Multi-step with	**Differentiation Strategies** ● Varied Instructional Strategies (Direct Instruction: explicit teaching for foundational skills; Hands-On Activities: manipulatives and visual aids to support different learning styles) ● Note Taking (students having the option to complete notes electronically, guided and/or self paced)

variables on both sides), Inequalities, Systems of Equations (graphing, substitution and eliminations) and Inequalities (graphing) Unit 5: Non Linear Expressions - laws of exponents, simplifying radicals, operations with radicals (addition, subtraction and multiplications), Fractional exponents, real world geometric applications with both radicals and exponents	• Collaborative Learning (collaborative environment where students can work together on challenging problems, enhancing their communication and teamwork skills) • IXL (differentiated based on students current level via beginning of year diagnostic; as well as weekly lessons assigned on current concepts) • Choice Boards (stations for student choice) • Small groups (remediation, practice, extension) based on exit tickets and quizzes • Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement, such as total cost and rate of change)
Grade 8 Algebra I Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum See Teacher for Specific Information	**Differentiation Strategies** •
Grade 8 Geometry Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum See Teacher for Specific Information	**Differentiation Strategies**