Dorothy Hamm Middle School
Differentiation Report
1st Quarter, 2025-2026

Grade 6 English **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **Finding Courage: elements of fiction and narrative writing** ● **6.RV.1.C Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.** ● 6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama. ● **6.W.3.A Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.** ● 6.W.2.A Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts.	**Differentiation Strategies Offered** ● Strategic grouping for providing support and challenges ● Choice writing prompts ● Differentiated activities in BrainPop, Flocabulary ● Grammar diagnostic ● Grammar workshops with leveled grouping, differentiated practice activities, adjusted support as needed ● Frayer models for identity, courage, survival ● Extension activities (ex: plotting a heist using a plot diagram, creating an editing challenge for a partner, etc.) ● Checklists and graphic organizers ● Notice and note guided questions to support analysis of complex text, including challenge/critical thinking questions ● Strategic partners for peer editing
Grade 6 Disciplinary Literacy **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **Unit 0: What is Disciplinary Literacy?** **Unit 1: Process and Patterns** ● Students will read a variety of content-rich texts. (6.DSR) ● Students will read without distraction for 20-30 minutes. (6.DSR)	**Differentiation Strategies Offered** ● Strategic grouping for providing support and challenges ● Choice independent reading ● Differentiated activities in Lexia ● Reading comprehension diagnostic ● Graphic organizers

• Students will monitor their comprehension while reading. (6.DSR) • Students will use strategies to aid their comprehension while reading. (6.DSR) • Students will use context clues and their knowledge of roots and affixes to determine the meaning of unfamiliar words. (6.RV.1) • Students will identify character traits and track how characters change. (6.RL.1) • Students will identify the types of conflict and analyze their effect on character and plot. (6.RL.1) • Students will identify and describe the theme of a story. (6.RL.1) • Students will use evidence from the text to support their ideas in discussions and writing. (6.RL.1) • Students will compare and contrast information between texts. (6.RL.3, 6.RI.3) • Students will identify the main idea and supporting details. (6.RI.1) • Students will trace the argument and evidence in a text. (6.RI.1) • Students will identify text features and their purpose in the text. (6.RI.2) • Students will explain the author's purpose. (6.RI.2) • Students will explain how an author's organizational pattern relates to the purpose of the text. (6.RI.2) • Students will write expository texts that logically convey their ideas, including using appropriate organizational patterns. (6.W.1) • Students will write reflectively in response to texts, including details and evidence from the text. (6.W.1) • Students will participate thoughtfully in a discussion, including listening and responding. (6.C.1)	• Choice Board final project
Grade 7 English Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum • DSR.C. When responding to text through	**Differentiation Strategies Offered** • Leveled short story study

discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located ● **DSR.D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context f**or new learning ● DSR.E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text ● 7.RL.1. A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details. ● 7.RL.1. B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development. ● 7.RL.3.A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot. ● 7.L.U.1.A. Construct simple sentences to communicate ideas clearly and add variety to writing	● Reading comprehension strategy Cornell Notes or guided questions for *The Outsiders* ● Tiered character analysis activity *The Outsiders* ● Socratic Seminar with leveled discussion questions *The Outsiders* ● Independent reading with personalized recommendations, as well as access to class library and school library ● Pre-Assessment for simple sentence instruction ● Leveled instruction and practice for the simple sentence
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum Stories that Define Us: Personal Essay Unit Storytelling elements: story structure, figurative language, grammar Independent reading with volume reading goal required	**Differentiation Strategies Offered** ● **Notebook writing** -- students practiced a variety of writing skills in a writing notebook throughout the first quarter. Teachers reviewed the notebook to provide support in writing growth. ● **Personal essay** -- students selected one idea from their writing notebook to develop into a complex personal essay. Students revised the original story for writer craft and selected an essay structure that highlighted a universal message. During the writing process, students

	revised their essays at least twice. Teachers met one-on-one with students and provided extensive feedback on the flash draft to help students develop a structure that best communicated the overall message. ● **Independent reading** -- students are expected to read 2.5 hours a week in a choice book. Teachers provide recommendations, personalized book lists and access to a large classroom library. Students are challenged to read broadly. A volume goal and regular, individual reflection are required and assessed.

Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum **Skills *[Implemented across all units]* USI: The student will apply history and social science skills to the content by:** a. synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to understand events in United States history; b. applying geographic skills to determine patterns and trends of people, places, or events; c. developing questions, enhancing curiosity, and engaging in critical thinking and analysis; d. integrating evidence to construct and analyze timelines, classify events, and distinguish fact from opinion; e. comparing and contrasting historical, cultural, economic, and political perspectives; f. determining and explaining cause-and-effect relationships; g. using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice; h. engaging and communicating as a civil and informed individual with persons with different perspectives; and i. developing products that reflect an understanding of content.	**Differentiation Strategies Offered** Project Zero Thinking Routines to foster academic discourse; See Think Wonder with primary source images, Turn and Talk, etc. Graphic organizers and sentence starters offered according to need for formative and summative writing assessments. Comparing perspectives using primary and secondary sources on Colonization, who fired the first shot in the American Revolution, evaluating evidence to come to a conclusion and support a point with evidence. Project-Based Assessment on how geography shaped life in the three Colonial Regions (New England, Mid-Atlantic, Southern) with opportunities for extension and additional research into the region of their choosing. Simulation of the voting process/procedures under the Articles of Confederation, with students voting as state representatives on actual issues faced by the new nation, to examine why a new constitution needed to be written.

USI.1 The student will apply history and social science skills to understand the geography of North America. USI.2 The student will apply history and social science skills to describe how early cultures developed throughout North America. USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America. USI.4 The student will apply history and social science skills to understand how the Western Hemisphere impacted West Africa. USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America. USI.6 The student will apply history and social science skills to explain the American Revolution. USI.7 The student will apply history and social science skills to describe the challenges faced by the new nation.	
Grade 7 US History and Civics II Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum The student will apply history and social science skills to explain the foundations of the American constitutional democracy, its principles, and documents. The student will apply history and social science skills to analyze how American constitutional government functions at the national level including the creation, fundamental principles, and structure of the Constitution. The student will apply history and social science skills to define citizenship, its processes, rights, and responsibilities The student will apply history and social science skills that exhibit effective and respectful participation in civic life	**Differentiation Strategies Offered** Project Zero Thinking Routines: I used to think, now I think…, Compass Points, See Think Wonder, Think-Pair-Share, Document Analysis with LOC Analysis Questions DBQ Project: What type of citizen does America Need? Depth and Complexity, Structured Academic Controversy w/Depth of Knowledge (DOK) Questions (3-4) Civic Action Portfolio: Choice and Voice PBAs

Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Continuous Skills - WG.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world's countries, cities, and environments - WG.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information to determine patterns and trends to understand world regions; - WG.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions. - WG.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by evaluating sources for accuracy, credibility, bias, and propaganda. - WG.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives. - WG.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by explaining indirect cause-and-effect relationships to understand geospatial connections. - WG.1g The student will demonstrate skills for historical thinking, geographical	**Differentiation Strategies Offered:** - Tiered/leveled instruction in classwide learning - Pre-testing each unit - If students score high enough, they are offered further extension - Spiral Questions - Question Formulation Technique (QFT) "Turf Maps" - Advanced Notetaking Strategy - Cornell Notes - Project Zero Thinking Routines What Makes You Say - Community See-Think-Wonder - Map Reading Connect - Extend - Challenge "Exploring Map Bias"

analysis, economic decision making, and responsible citizenship by analyzing multiple connections across time and place. - WG.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. - WG.1i The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property. - WG.1j The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally and in writing. **Physical Geography** - WG.2a The student will analyze how physical and ecological processes shape Earth's surface by explaining regional climatic patterns and weather phenomena and their effects on people and places. - WG.2b The student will analyze how physical and ecological processes shape Earth's surface by describing how humans influence the environment and are influenced by it. - WG.2c The student will analyze how physical and ecological processes shape Earth's surface by explaining how technology affects one's ability to modify and adapt to the environment. - WG.3a The student will apply the concept of a region by explaining how characteristics of regions have led to regional labels. - WG.3b The student will apply the concept of a region by describing how regional landscapes reflect the physical environment	

and the cultural characteristics of their inhabitants.	

Grade 6 Science Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum I can create and interpret a simplified, modern model of the structure of an atom (6.5 a) I can compare the atomic structure of two elements (6.5 b) I can explain that elements are represented by symbols (6.5 c) I can describe the role of bonding in the formation of new substances (6.5 d) I can identify the name and number of each element present in a simple molecule or compound (6.5 e) I can model a simple chemical change with an equation and account for all atoms (6.5 e) I can distinguish the types of elements and number of each element in the chemical equation (6.5 f) I can interpret data to identify the predominant elements found in the atmosphere, the oceans, living matter, and Earth's crust (6.5 g).	**Differentiation Strategies Offered** ● CER on Lab Safety ● Elements in Food (Alternate Lab) ● Differentiated with Tiered Readings and Resources ● Choice Extension options - Escape Rooms, Readings ● Lab Analysis Questions ● Model building choice option: Model an element, compound or chemical reaction
Grade 7 Science Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum LS 1: I can demonstrate an understanding of	**Differentiation Strategies Offered** ● Brainstorming Science Fair ideas.

scientific and engineering practices. **LS1-a: Asking questions** **LS2-b: Planning and carrying out scientific investigations.** **LS1-f. I can obtain, evaluate, and communicate information** **LS2a) The development of the Cell Theory demonstrates the nature of science.**	● Option to enter science fair competition ● In-school support with science teacher, resource teacher for gifted, librarian (research) ● After school support for science fair and science ● CER- Are viruses living? Students created their own argument after conducting research on the topic. ● Choice Board on Cell Theory assessment. ● Self-pacing asynchronous stations on Cell Theory and Nature of Science.
Grade 8 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum ● Scientific Investigation ● States of Matter ● Phase Changes of Matter ● Measurement ● Physical and Chemical Properties ● Physical and Chemical Changes ● Classification of Matter	**Differentiation Strategies Offered** ● Brainstorming pyramid to generate project ideas. ● Individualized project tailored to student's interests ● Option to enter science fair competition ● 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 ● After school support for science fair and science projects ● 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 ● Unit 1: The Data Cycle ● Unit 2: Equivalence with Fractions, Decimals, and Percents ● Unit 3: Fraction Operations	**Differentiation Strategies Offered** ● Station activities/weekly menu's/choice boards (tiered for unfinished learning, current concepts, extensions) ● Flexible grouping/small groups (heterogenous and homogeneous) ● Pre-Assessments ● Reasoning Routines & Number Talks ● Individual study plan in IXL/differentiated skills

	assigned (connected to student beginning of year MAP scores) ● Visual Aids & Manipulatives
Grade 6 - Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum	**Differentiation Strategies Offered**
Grade 7 - Math 7 **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1: Data Cycle ● **7.PS.1** The student will use statistical investigation to determine the probability of an event and investigate and describe the difference between the experimental and theoretical probability. ● **7.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on histograms. Unit 2: Perfect Squares & Algebraic Expressions ● **7.NS.3** The student will recognize and describe the relationship between square roots and perfect squares. ● **7.PFA.2** The student will simplify numerical expressions, simplify and generate equivalent algebraic expressions in one variable, and evaluate algebraic expressions for given replacement values of the variables. Unit 3: Scientific Notation & Compare and Order Rational Numbers ● **7.NS.1** The student will investigate and describe the concept of exponents for	**Differentiation Strategies Offered** ● Flexible Grouping: ○ Group students by their skill level, learning style, or interest. Rotate groups frequently to ensure exposure to diverse perspectives and to allow students to work with different peers. ● Scaffolded Instruction: ○ Break down complex tasks into smaller, more manageable steps and gradually increase the level of difficulty as students become more confident. ● Use of Manipulatives and Visual Aids: ○ Provide physical or virtual manipulatives to help visual learners or students with special needs understand abstract mathematical concepts. ● Choice Boards: ○ Offer students a menu of task options that vary in format (e.g., a written response, a hands-on project, or a presentation) and difficulty level, allowing them to choose the tasks that best match their learning preferences. ● Use of Technology: ○ Integrate digital tools and apps that allow for individualized practice and feedback, such as IXL, Desmos, and DeltaMath. ● Incorporating Student Interests: ○ Connect math problems and concepts to

powers of ten and compare and order numbers greater than zero written in scientific notation. ● **7.NS.2** The student will reason and use multiple strategies to compare and order rational numbers. ● **7.CE.1** The student will estimate, solve, and justify solutions to multi-step contextual problems involving operations with rational numbers.	students' personal interests to increase engagement. ● Graphic Organizers: ○ Provide visual tools that help students organize their thinking and plan their approach to problem-solving. ● Enrichment Activities: ○ Offer enrichment opportunities for students who are ready for more challenging work. ● Collaborative Problem-Solving: ○ Encourage students to work in groups to solve problems, allowing for social interaction and sharing of diverse strategies. ● Visual and Verbal Differentiation: ○ Offer multiple representations of math concepts, combining visual (diagrams, charts, graphs) and verbal explanations to address various learning styles.
Grade 7 - Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1: Probability, Data, and Statistics ● **7.PS.1** The student will use statistical investigation to determine the probability of an event and investigate and describe the difference between the experimental and theoretical probability. ● **7.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on histograms. ● **8.PS.1** The student will use statistical investigation to determine the probability of independent and dependent events, including those in context. ● **8.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on boxplots.	**Differentiation Strategies Offered** ● Flexible Grouping: ○ Group students by their skill level, learning style, or interest. Rotate groups frequently to ensure exposure to diverse perspectives and to allow students to work with different peers. ● Scaffolded Instruction: ○ Break down complex tasks into smaller, more manageable steps and gradually increase the level of difficulty as students become more confident. ● Use of Manipulatives and Visual Aids: ○ Provide physical or virtual manipulatives to help visual learners or students with special needs understand abstract mathematical concepts. ● Choice Boards: ○ Offer students a menu of task options that vary in format (e.g., a written response, a hands-on project, or a presentation) and difficulty level, allowing them to choose the tasks that best match their learning preferences. ● Use of Technology:

● **8.PS.3** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on scatter plots. Unit 2: Comparing and Ordering Real Numbers ● **7. NS.1** The student will investigate and describe the concept of exponents for powers of ten and compare and order numbers greater than zero written in scientific notation. ● **7.NS.2** The student will reason and use multiple strategies to compare and order rational numbers. ● **7.NS.3** The student will recognize and describe the relationship between square roots and perfect squares. ● **7.CE.1** The student will estimate, solve, and justify solutions to multi-step contextual problems involving operations with rational numbers. ● **8.NS.1** The student will compare and order real numbers and determine the relationships between real numbers. ● **8.NS.2** The student will investigate and describe the relationship between the subsets of the real number system.	○ Integrate digital tools and apps that allow for individualized practice and feedback, such as IXL, Desmos, and DeltaMath. ● Incorporating Student Interests: ○ Connect math problems and concepts to students' personal interests to increase engagement. ● Graphic Organizers: ○ Provide visual tools that help students organize their thinking and plan their approach to problem-solving. ● Enrichment Activities: ○ Offer enrichment opportunities for students who are ready for more challenging work. ● Collaborative Problem-Solving: ○ Encourage students to work in groups to solve problems, allowing for social interaction and sharing of diverse strategies. ● Visual and Verbal Differentiation: ○ Offer multiple representations of math concepts, combining visual (diagrams, charts, graphs) and verbal explanations to address various learning styles.
Grade 7 - Algebra I **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1 - Functions, The Data Cycle, Complex Numbers, Range & Domain ● A.EO.1 , A.F.2, A.ST.1, A2.EO.4, A2.F.2 Unit 2 - Linear functions, Absolute Value, Correlation ● A.EO.1 , A.F.1, A.ST.1, A2.E1.1, A2.ST.2 Unit 3 - Functions in Context, Parallel & Perpendicular Lines ● A.EO.1 , A.E1.1, A.F1, A2.E1.1, A2.ST.2	**Differentiation Strategies Offered** Informal pre-assessments Flexible groups Problem-based learning strategies Math Counts IXL

Grade 8 Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum ● **Unit 1:** Intro to the Data Cycle ● **Unit 2:** Box Plots ○ Creating and Analyzing ● **Unit 3:** Compound Probability ○ Independent vs Dependent	**Differentiation Strategies Offered** ● 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 1**: Using the Data Cycle with Bivariate Data ● **Unit 2**: Exploring Slope-Int Form ● **Unit 3**: Linear Functions	**Differentiation Strategies Offered** ● 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 Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1 - Functions, The Data Cycle, Complex Numbers, Range & Domain ● A.EO.1 , A.F.2, A.ST.1, A2.EO.4, A2.F.2 Unit 2 - Linear functions, Absolute Value, Correlation ● A.EO.1 , A.F.1, A.ST.1, A2.E1.1, A2.ST.2 Unit 3 - Functions in Context, Parallel & Perpendicular Lines ● A.EO.1 , A.E1.1, A.F1, A2.E1.1, A2.ST.2	**Differentiation Strategies Offered** Informal pre-assessments Flexible groups Problem-based learning strategies Math Counts IXL
Grade 8 Geometry Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **Unit 1** Venn Diagrams & Intro to Logic **Unit 2** Parallel Lines **Unit 3** Transformations and Lines of Symmetry	**Differentiation Strategies Offered** ● Number Sense Routines ● Math Workshop ● Inquiry activities ● Research ● IXL ● Explore and Extend options provided on Canvas