



Dorothy Hamm Middle School Differentiation Report Third Quarter: 2019-2020

Grade 6 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum <i>E.6.4 Word Knowledge</i> <i>E6.5/6 Author's Craft</i> <i>E6.6.6 Interpret Literary Texts</i> <i>E6.7.1 Writing Ideas</i> <i>E6.7.2 Elaboration and Organization in Writing</i> <i>E6.7.3 Writer's Craft</i> <i>E6.9.2 Research Process</i></p>	<p>Differentiation Strategies Offered Figurative Language- Students had multiple opportunities to show their mastery of figurative language & sound devices through classroom activities, projects, and an end unit quiz. Short Story Unit- Students chose a short story to interpret and analyze for a short story unit. Students used their knowledge of the author's purpose and craft to create in class writings on the text of their choice. Research for podcasts/info writing - Students researched background info on topics of choice to write scripts for podcasts or informational writing pieces</p>
Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. e) Use prior and background knowledge as context for new learning. f) Use information in the text to draw conclusions and make inferences. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. d) Create an objective summary including main idea and supporting details. e) Draw conclusions and make inferences based on explicit and implied information</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Independent reading of fantasy novels-students had choice ● Writing-choice: students wrote about the hero's journey, some used charts and others narrative to complete their novels arc ● Personalized learning- students added to a Padlet book recommendations: choice. ● Independent reading of nonfiction newsela articles, flipster magazine articles and biographies - students had choice ● Writing- choice: students learned Cornell Note Taking as a choice and used this and other structures to organize the main idea and details learned while reading nonfiction ● Notes were used as a support during partner talks and whole class conversations where students shared main ideas and details learned while reading nonfiction.

Grade 7 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>(SOL 7.1) Participate in and contribute to conversations, group discussions, and oral presentations</p> <p>(SOL 7.2) The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</p> <p>(SOL 7.5) Read and demonstrate comprehension of a variety of fictional texts and narrative nonfiction</p> <p>(SOL 7.6) The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>(SOL 7.7) Write in a variety of forms with an emphasis on persuasion</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> • Independent Reading - students demonstrated voice and choice by picking an independent reading novel • Reading - voice and choice; students had a choice between 9 books of varying difficulty • Reading - students chose 6 nonfiction articles from a list of 30 articles, meant to build background knowledge on WWII • Writing - writing groups were strategically arranged so that students were working with peers who would challenge them. • Writing - voice and choice; students were able to choose between a podcast script or a speech. They then recorded their podcasts or presented their speeches. • Personalized Learning - Students participated in writing conferences in their groups
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>E8. 1-2: Speaking & Collaboration</p> <p>E8.5-6.1 Independent Reading</p> <p>E8.5-6.2 Reading Strategies</p> <p>E8.5.3 Interpret Literary Texts</p> <p>E8.6 Interpret Nonfiction Texts</p> <p>E8.7.1 Ideas in Writing</p> <p>E8.7.2 Elaboration and Organization in Writing</p> <p>E8.7.4 Revision</p> <p>E8.8 Grammar & Mechanics</p>	<p>Differentiation Strategies Offered</p> <p>Independent Reading: Students continue to challenge themselves as readers through their quarterly independent reading volume and genre goals.</p> <p>Found Poetry: Students could select from a variety of primary source documents to analyze for the essential meaning of the text. Then students crafted a found poem based on their interpretation of the article’s context to create a new perspective or to communicate the heart of the piece through a different genre, poetry.</p> <p>Dystopian Novel Unit: Students read, discussed and analyzed a dystopian novel. Students were encouraged to read more complex novels and choose novels that challenged their reading abilities. Students were guided to add complexity and depth to their analysis by collecting the most relevant and supportive text evidence that supported the novel’s theme. (Due to Covid 19 and the closing of the building, the culminating assessment, a theme essay, was postponed.)</p>

	<p>Grammar: In support of their writing, students were engaged in a more intensive study of grammar this quarter. Students were given a pretest for placement. As targeted grammar and mechanics lessons progressed, students were expected to demonstrate application of their understanding in the skills on the quizzes and in their own writing.</p> <p>Personalized Goal Setting: Student crafted, monitored and evaluated their independent reading goals throughout the quarter. These goals are in addition to the volume goals set by the teacher.</p>
<p>Grade 8 Story Telling Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum/Learning Goals E8. 1-2: Speaking & Collaboration</p> <p>E8.5-6.1 Independent Reading E8.5-6.2 Reading Strategies E8.5.3 Interpret Literary Texts E8.6 Interpret Nonfiction Texts</p> <p>E8.7.1 Ideas in Writing E8.7.2 Elaboration and Organization in Writing E8.7.4 Revision E8.8 Grammar & Mechanics</p>	<p>Differentiation Strategies Offered</p> <p>Independent Reading: Students continue to challenge themselves as readers through their quarterly independent reading volume and genre goals.</p> <p>Found Poetry: Students could select from a variety of primary source documents to analyze for the essential meaning of the text. Then students crafted a found poem based on their interpretation of the article’s context to create a new perspective or to communicate the heart of the piece through a different genre, poetry.</p> <p>Dystopian Novel Unit: Students read, discussed and analyzed a dystopian novel. Students were encouraged to read more complex novels and choose novels that challenged their reading abilities. Students were guided to add complexity and depth to their analysis by collecting the most relevant and supportive text evidence that supported the novel’s theme. (Due to Covid 19 and the closing of the building, the culminating assessment, a theme essay, was postponed.)</p> <p>Grammar: In support of their writing, students were engaged in a more intensive study of grammar this quarter. Students were given a pretest for placement. As targeted grammar and mechanics lessons progressed, students were expected to demonstrate application of their understanding in the skills on the quizzes and in their own writing.</p> <p>Personalized Goal Setting: Student crafted, monitored and evaluated their independent reading goals throughout the quarter. These goals are in addition to the volume goals set by the teacher.</p>

<p>Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum American Revolution Our New Nation and The U.S. Constitution</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Valley Forge Document Based Query (DBQ) ● Constitutional Convention simulation- each student was assigned the role of a delegate from the convention, assignments were differentiated based on abilities, higher level students were given roles like Alexander Hamilton or James Madison as they required more research/speaking roles.
<p>Grade 7 US History and Civics II Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Civil Rights Unit Elections Mini-Unit Citizen Portfolio Project</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Use of leveled text ● Offered extension opportunities for each unit ● Use of tiered activities that vary in difficulty ● Flexible grouping ● Voice and choice activities ● Civil Rights “Making a Change Museum” Choice Project which included 3 project completion options and choices for topics of exploration and research ● Students worked throughout the quarter on a Citizen Portfolio designed to help them develop the knowledge, skills, and habits needed to be informed, active, and engaged members of our society. This activity embodied the idea of student voice and choice. <ul style="list-style-type: none"> ○ There were two different versions of the Portfolio; one provided more scaffolding for students that needed the extra support. Because this project is so open-ended, students have the opportunity to choose activities with greater challenge and deeper levels of engagement.

Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum Regional Studies: Latin America & the Caribbean Sub Saharan Africa Southwest Asia & North Africa</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Use of leveled text with student self-selection ● Offered extension opportunities within units ● Flexible grouping ● Spiraling Questions ● DBQ Investigation using Primary and Secondary Sources and Extension Discussion on Chocolate and the Cote D’Ivoire ● Sub Saharan Africa Book Group with students who chose to participate selecting books of their choice from RTG collection and then taking part in Seesaw Reflection Activities and Socratic Seminar ● SWANA Self-Pace Digital Unit with Must Do and Can Do Extension Options

Grade 6 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum VA SOL 6.5 - Unique properties of water and its roles in the natural and human-made environment VA SOL 6.7 - natural processes and human interactions that affect watershed systems</p>	<p>Differentiation Strategies Offered Leveled Classwork Extension Opportunities PBL SciFriday research project Choice Project</p>
Grade 7 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum VA SOL LS.2 - Cell processes and cell division VA SOL LS.12 - Investigate and understand that organisms reproduce and transmit genetic info</p>	<p>Differentiation Strategies Offered Leveled classwork DNA and Viruses Extension project Choice research Extension opportunities Flexible grouping PBL</p>

Grade 8 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum PS 5. Changes in matter (chemical reactions) and how they relate to the Law of Conservation of Matter PS 10. Scientific principles of force, and motion.</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● MiniLab- Balancing Equations - students given opportunity to work independently to model and diagram law of conservation of mass. ● Balancing Equations Learning Stations <ul style="list-style-type: none"> ○ Leveled texts about law of conservation of mass ○ Students illustrated law of conservation of mass. ● MiniLab (Ions in Solution)- students extended lab on basic chemical reactions to describe how ions behave in solution. ● Acids and Bases Learning Stations- <ul style="list-style-type: none"> ○ Leveled texts on history and meaning of pH scale. ○ Students extended learning by doing an online simulation to see how pH of solutions were affected by adding acids or bases. ● MiniLab- Speed- Students given opportunity to work independently to calculate average speed of an object (marble on ramp). ● PBL project ● Leveled Practice Worksheets

Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum Equations & Inequalities</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Extension questions/activities ● Flexible Grouping ● Station activities ● Spiraling questions ● Enrichment options - challenge stations ● Student choice
<p>Grade 6 - Pre-Algebra Int. (6/7/8) Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>

<p>Curriculum Linear Equations Real Number System Pythagorean Theorem</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Continental Mathematics League (CML) ● Extension questions/activities ● Flexible Grouping ● Station activities ● Spiraling questions ● Enrichment options - challenge stations ● Student choice ● Flipped Classroom ● Projects
<p>Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Probability (Independent vs. Dependent Events) Statistics (Histograms) Comparing fractions, decimals, and percents Scientific notation</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Student choice ● Flexible grouping ● Station activities ● Small-group instruction
<p>Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Ratios Proportions Percents and Percent Change Proportional Relationships ($y=mx$) Linear Functions ($y=mx+b$) Slope</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Choice menus ● Self-guided Desmos activities ● Debates and discussions ● Small-group instruction ● Open-middle tasks ● Teaching peers through creative projects
<p>Grade 7 - Algebra I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Systems of Equations Systems of Inequalities Radicals Polynomials (add, subtract, multiply)</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Choice menus

	<ul style="list-style-type: none"> ● Self-guided Desmos activities ● Debates and discussions ● Small-group instruction ● Open-middle tasks ● Peer-led instruction
Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Pythagorean Theorem Linear Functions	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Student choice ● Flexible grouping ● Station activities ● Small-group instruction
Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Systems of Equations Systems of Inequalities Radicals Polynomials (add, subtract, multiply)	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Choice menus ● Self-guided Desmos activities ● Debates and discussions ● Small-group instruction ● Open-middle tasks ● Peer-led instruction
Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Systems of Equations Systems of Inequalities Radicals Polynomials (add, subtract, multiply)	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Choice menus ● Self-guided Desmos activities ● Debates and discussions ● Small-group instruction ● Open-middle tasks ● Peer-led instruction

**Grade 8 Geometry Int.
Curriculum (i.e., summary of standards/content
instructed)**

**Instructional
Methods & Practices**

Curriculum
G.8 - Right Triangles & Trigonometry
G.9 & 10 - Polygons & Quadrilaterals
G.11 & 12 - Circles

- Differentiation Strategies Offered**
- Extension questions/activities
 - Flexible Grouping
 - Spiraling questions
 - Student choice
 - Flipped Classroom
 - Real world applications