



Dorothy Hamm Middle School Differentiation Report Second Quarter, 2020-2021

Grade 6 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Fiction Figurative Language	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Open-ended discussion questions ● Student choice on creative writing opportunities ● Tiered project with an opportunity for voice and choice in design of a final product ● Extension & Acceleration through writing process ● Strategic grouping for providing support and challenge ● Use of No Red Ink for individualized and personalized instruction on grammar & mechanics concepts
Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Fiction Unit	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Voice and choice with independent reading ● Choice Board activities as a Performance Assessment ● Extension & Acceleration through writing process ● Choice Board activities as extensions ● Socratic Seminar structure for discussions ● Open-ended discussion questions ● See-Think-Wonder critical thinking strategy ● Vocabulary Bowl as an extension ● Individual Reading Conferences and working towards achieving personalized reading goal
Grade 7 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum <i>The Outsiders</i>	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Choice board activity on plot, theme, and characters

<p>Literary Analysis Essay Identity Unit</p>	<ul style="list-style-type: none"> ● Individualized writing conferences ● Student choice on literary essay topics ● Alternate essay options with a shorter text ● Vocabulary Bowl as an extension ● Independent Reading
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<p>Grade 8 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
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<p>Curriculum NaNoWriMo: National Novel Writing Month: Students set challenging daily writing goals as they write toward the completion of their own novels by the end of the month. Then students publish an excerpt of their novel and develop a jacket cover design.</p> <p>Dystopian Unit & Literary Analysis Essay</p> <p>Personalized Reading SMART Goal</p> <p>Independent Reading</p> <p>Learning Goals 8.1/2 Speaking & Collaboration 8.5/6 Ind. reading 8.5.2 Reading strategies 8.5.3 Interpret lit. texts 8.5.4 Author’s craft 8.7.1 Ideas in writing 8.7.2 Elaboration & org. 8.7.3 Writer’s craft 8.7.4 Revision 8.8 Grammar 8.9.1 Citing Sources</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● NaNoWriMo Fiction Writing. Students set challenging word count goals and chose individual writing skill goals to develop over the course of the unit. Students were placed in writing cohorts with other students who best matched their writing skill level. ● NaNoWriMo Excerpt and Cover Design: Students self-selected and revised excerpts from their novels to publish along with their cover design in our classroom blog. The project offered many opportunities for extension and rigor during the revision process. ● Literary Theme Analysis Essay: Students were challenged to write a more complex thesis statement and up their support from two pieces of compelling evidence per body paragraph to three. ● Independent reading SMART goal set for the second quarter -- students track progress toward personal goal and collect evidence for evaluation at the end of the quarter. ● 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. ● Extension: Martin Luthur King Jr. Essay Contest ● Extension: Vocabulary Bowl
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<p>Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
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<p>Curriculum Revolutionary War to Westward Expansion</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Unit 1 Portfolio Project offered choice in both content and product. Students could choose anything covered in
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	<p>Unit 1 to discuss and could make a podcast, powerpoint, museum exhibit, newspaper article, or diorama.</p> <ul style="list-style-type: none"> ● Socratic Seminar structure: Patriots vs Loyalist inner/outer debate. Students researched and took a stand on whether they thought the US should rebel or remain loyal to Great Britain.
<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 War Reconstruction</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Use of leveled text ● Leveled Reconstruction DBQ: Levels of DBQ vary in difficulty ● Choice Boards/Options for optional extensions and required projects/assignments ● “May Do” activities and assignments, particularly on asynchronous Mondays ● Students continued the Citizen Portfolio; a project designed to help them develop the knowledge, skills, and habits needed to be informed, active and engaged members of our society. This project embodies the idea of student voice and choice. <ul style="list-style-type: none"> ○ There are two different versions of the Portfolio; one provides more scaffolding for students that need 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. ○ We will continue this project throughout third quarter.
<p>Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Unit 2 Physical Geography (conclusion of unit from Q1) Unit 3 Human and Economic Geography Unit 4 Conflict and Cooperation Examples</p>	<p>Differentiation Strategies Offered:</p> <ul style="list-style-type: none"> ● Differentiated DBQ and Inside-Outside Circle Debate on Climate Change. ● Differentiated versions of “Design Your Own Island Project” which also incorporated student voice and choice aspects.

	<ul style="list-style-type: none"> ● Leveled Texts made available for multiple reading assignments ● Student Choice and Challenge Levels to demonstrate understanding of Unit 3 Vocabulary ● Unit 4 Pre-Test and Book Extension Opportunity for those who scored 90% and above. Students who participated were excused from several in-class assignments. ● Global Refugee Book Extension work with RTG which gave students a variety of books to read, reflections, discussions and a choice of higher level projects to showcase ideas and creativity. ● Conflict Inquiry Assignment where students had a choice of resources (at different levels of difficulty) to investigate one of five historical conflicts and then created a flipgrid to demonstrate understanding. ● UN Style Debate on Honduran Refugee Crisis. ● Spiraling questions during class assignments. ● Scaffolding (more or less as needed) incorporated into class assignments. ● Must Do and May Do activity options.
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<p>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Experimental Design & Graphing Water</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Pre-assessments ● Experimental Design Extension Option ● Leveled Graphing Project ● Phase Changes Project: tiered options ● Different extension options always available if students finish work early (general science and topic specific) <ul style="list-style-type: none"> ○ Examples: Choice Project, science in the news, design and test your own Rube Goldberg Machine, create your own science comic
<p>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>

Curriculum Cell Processes: Osmosis, Diffusion, Cell Respiration, and Photosynthesis	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Choice Board with Extensions (not more work, just different work) ● Flexible grouping strategies, based on content mastery ● Daily Extensions (“Want More?”) ● Leveled Library Research ● Independent Study Option - Choice for showing content mastery of standards ● Science Fair ● VJAS (Virginia Junior Academy of Science)
Grade 8 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Completion of Science Projects Phase Changes of Matter Periodic Table Mixtures and Solutions Covalent and Ionic Bonds	Differentiation Strategies Offered <ul style="list-style-type: none"> ● 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 ● 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
6.3 The student will <ul style="list-style-type: none"> a) identify and represent integers; b) compare and order integers 6.4 The student will recognize and represent patterns with whole number exponents and perfect squares. 6.6 The student will	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Choice boards with extensions ● Dreambox lessons ● Pacing within Desmos practice problems ● Flexible Grouping Methods ● Unit Pre-assessment

a) add, subtract, multiply, and divide integers*;
 b) solve practical problems involving operations with integers; and
 c) simplify numerical expressions involving integers

6.8 The student will

a) identify the components of the coordinate plane; and
 b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.

Grade 6 - Math 6 Extended Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

6.3

a) identify and represent integers;
 b) compare and order integers

6.4 The student will recognize and represent patterns with whole number exponents and perfect squares.

7.1 d) determine square roots of perfect squares*;
 e) identify and describe absolute value of rational numbers.

6.6

a) add, subtract, multiply, and divide integers*;
 b) solve practical problems involving operations with integers; and
 c) simplify numerical expressions involving integers*

6.8

a) identify the components of the coordinate plane; and
 b) identify the coordinates of a point and graph ordered pairs in a coordinate plane. **

- Differentiation Strategies Offered**
- Choice boards with extensions
 - Tiered assignments based on pre-assessment
 - Dreambox lessons
 - Pacing within Desmos practice problems
 - Flexible Grouping Methods
 - Extension to correlated 8th grade standards and focus on the process goals for mathematics

6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.

6.14 The student will

a) represent a practical situation with a linear inequality in one variable; and
 b) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.

7.11 The student will evaluate algebraic expressions for given replacement values of the variables.
7.12 The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.
7.13 The student will solve one- and two-step linear inequalities in one variable, including practical problems, involving addition, subtraction, multiplication, and division, and graph the solution on a number line.

Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

7.1 The student will c) compare and order rational numbers;* d) determine square roots of perfect squares*
 7.11 The student will evaluate algebraic expressions for given replacement values of the variables.
 7.12 The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.
 7.13 The student will solve one- and two-step linear inequalities in one variable, including practical problems, involving addition, subtraction, multiplication, and division, and graph the solution on a number line.

Differentiation Strategies Offered

- Choice boards with extensions
- Tiered assignments based on flipped lesson
- Pacing within Desmos or Nearpod practice problems
- Flexible Grouping methods

Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum
Real Numbers + Pythagorean Theorem
 7.1abcde, 7.2, 8.3,

Differentiation Strategies Offered

- Weekly choice boards with extensions (not more work, just different work)

<p>8.1, 8.2, 8.9</p> <p>Expressions, Equations, Inequalities</p> <p>7.11/8.14 7.12/8.17 6.14/7.13/8.18</p>	<ul style="list-style-type: none"> ● Open Middle Tasks ● Self paced Desmos lessons correlated to 8th grade standards ● Tiered groups ● Self-paced asynchronous work ● Number Sense Routines ● Puzzles ● Open ended questions
<p>Grade 7 - Algebra I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>A.1ab - Expressions A.2a - Laws of Exponents A.4 ace - Solving Equations A.6-9 - Functions & Linear Equations</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Choice boards with extensions (not more work, just different work) ● Flexible Grouping strategies - homogeneous based on pre-assessment content mastery & heterogeneous ● Self-paced asynchronous work ● Number Sense Routines ● Puzzles ● Open ended questions
<p>Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Compare and order real numbers 8.1, 8.2, 8.3 Proportional reasoning with consumer applications 8.4 Algebraic expressions and equations 8.14, 8.17</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Choice boards with extension ● Tiered assignments based on flipped lesson ● Pacing within Desmos or Nearpod practice problems ● Flexible Grouping methods
<p>Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>A.1ab - Expressions A.2a - Laws of Exponents A.4 ace - Solving Equations A.6-9 - Functions & Linear Equations</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Choice boards with extensions (not more work, just different work) ● Flexible Grouping strategies - homogeneous based on pre-assessment content mastery & heterogeneous ● Self-paced asynchronous work ● Number Sense Routines ● Puzzles

	<ul style="list-style-type: none"> • Open ended questions
Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum A.1ab - Expressions A.2a - Laws of Exponents A.4 ace - Solving Equations A.6-9 - Functions & Linear Equations	Differentiation Strategies Offered <ul style="list-style-type: none"> • Choice boards with extensions (not more work, just different work) • Flexible Grouping strategies - homogeneous based on pre-assessment content mastery & heterogeneous • Self-paced asynchronous work • Number Sense Routines • Puzzles • Open ended questions
Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum G.1 - Basics & Logic G.2 - Parallel Lines G.6 - Congruent Triangles G.5 & 7 - Triangle Relationships & Similar Δ 's	Differentiation Strategies Offered <ul style="list-style-type: none"> • Choice Board with Extensions (not more work, just different work) • Flexible Grouping strategies- homogeneous based on content mastery & heterogeneous