



**Dorothy Hamm Middle School**  
**Differentiation Report**  
**Third Quarter, 2020-2021**

<b>Grade 6 English Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b>  Poetry and Literary Analysis	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Student choice with leveled texts</li> <li>● Open-ended discussion questions</li> <li>● Tiered project with opportunity for voice and choice in final product</li> <li>● Jacob's ladder for poetry analysis</li> <li>● Strategic grouping for support and challenge</li> <li>● Use of No Red Ink for individualized support with grammar/writing skills</li> <li>● RACE strategy for literary analysis</li> </ul>
<b>Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b>  <i>Vocabulary</i> <b>6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</b>  <i>Independent Reading</i> <b>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</b>  <i>Non-Fiction Unit 3</i> <b>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</b> <ol style="list-style-type: none"> <li>a) Skim materials using text features</li> <li>b) Identify main idea.</li> <li>c) Summarize supporting details.</li> <li>d) Create an objective summary</li> <li>e) Draw conclusions and make inferences</li> </ol>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Voice and choice with independent reading</li> <li>● Choice Board activities as a Performance Assessment</li> <li>● Choice Board activities as extensions</li> <li>● Vocabulary Bowl as an extension</li> <li>● Flocabulary "Word Up" Choice of Vocabulary Level</li> <li>● Independent reading SMART goal set for the third quarter</li> <li>● Independent reading -- Teachers provide recommendations, personalized book lists, and access to a large classroom library. Students are challenged to read broadly.</li> <li>● Open-ended Reading Response Options</li> <li>● Visible Thinking Routines Connect-Extend-Challenge</li> <li>● Mock Sibert Award Socratic Seminar</li> <li>● Nonfiction "Book Tasting"</li> </ul>

Grade 7 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p><b>Curriculum</b> Finding a Love for Literature (Identity novels)</p> <ul style="list-style-type: none"> <li>● 7.5 c. Identify cause and effect relationships and their impact on plot.</li> <li>● 7.5 i. Make inferences and draw conclusions based on the text</li> <li>● 7.7 d) Organize writing structure to fit form or topic.</li> <li>● 7.4 c) Identify and analyze the construction and impact of figurative language</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Active Reading Strategies: Post-it notes or T-Chart</li> <li>● Windows &amp; Mirrors Writing Activity: analyzed literature as a window to new perspectives and mirrors as a reflection of self. Activity included small group work and personalized writing pieces.</li> <li>● Student choice on literary essay topics</li> <li>● Individualized writing conferences</li> <li>● Alternate essay options with a shorter text</li> <li>● Grammar: Sentence Construction focus on compound sentences</li> <li>● Vocabulary Bowl as an extension</li> <li>● Independent Reading</li> </ul>
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p><b>Curriculum</b> Grammar Unit</p> <p>#WeNeedDiverse Books</p> <p>Slice of Life Writing-Blogging</p> <p>Writing SOL</p>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● <b>Grammar Unit</b> -- Students were able to move through the unit at a more accelerated pace, based on their understanding of the usage and mechanics.</li> <li>● <b>#WeNeedDiverse Books</b> -- Students set personal reading goal challenges based on what they were not reading, taking into account a wide range of diversity issues. Discussions, written reflections, and personal hashtag statements reflected students' understanding of the importance of reading outside of their comfort zone.</li> <li>● <b>Slice of Life Writing</b>--Students produced three pieces of writing for our classroom blog. Writers based their writing on 3 different mentor texts: My Brief But Spectacular Take On..., Inside &amp; Outside the Photograph, and Evening Light. Students produced persuasive pieces, personal stories, and poems. Our class blogging community then made connections and gave glows to fellow writers.</li> <li>● <b>Independent reading SMART goal</b> set for the second quarter -- students track progress toward personal goal and collect evidence for evaluation at the end of the quarter.</li> <li>● <b>Independent reading</b> -- students are expected to read 2.5 hours a week in a choice book. Teachers provide recommendations, personalized book lists and access to</li> </ul>

	<p>a large classroom library. Students are challenged to read broadly.</p> <ul style="list-style-type: none"> <li>● Extension: Vocabulary Bowl</li> </ul>
--	---

<b>Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Reconstruction Gilded Age/Progressive Era	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Unit 2 Portfolio Project- students analyzed a historical document of their choice, completed research about this document, and answered the question: “How did this document shape and influence US History?” Students wrote a thesis statement with three supporting arguments, used evidence to support their statement, and cited their work in APA format. Students had a choice of how they would want to display their work: slides, podcast, or essay.</li> <li>● Use of leveled text</li> <li>● Choice boards</li> </ul>
<b>Grade 7 US History and Civics II Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Reconstruction Economics	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Pre-assessments</li> <li>● Use of leveled text</li> <li>● Differentiated assignments within Economics Unit</li> <li>● Flexible grouping strategies</li> <li>● Choice boards/menu with leveled activities: review, apply, challenge levels</li> <li>● Weekly optional “may-do” extensions, particularly on asynchronous Mondays</li> <li>● Students finished the Civic Portfolio; a project designed to help them develop and practice the knowledge, skills, and habits needed to be informed, active, and engaged members of our society. The project embodies the idea of student voice and choice. <ul style="list-style-type: none"> <li>○ There are two different versions of the Portfolio; one provides more scaffolding for students that need extra support. Because this project was so open-ended, students had the opportunity to choose activities with greater</li> </ul> </li> </ul>

	challenge and deeper levels of engagement.
<b>Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Latin America and the Caribbean Region Sub Saharan Africa Globalization DBQ	<b>Differentiation Strategies Offered:</b> <ul style="list-style-type: none"> <li>• Leveled Texts made available for multiple reading assignments</li> <li>• Student Choice of resources at different levels of rigor, to access information</li> <li>• Unit 5 &amp; Unit 6 Pre-Test and Book Extension Opportunity for those who scored 90% and above. Students who participated received different work, not extra work and were excused from several in-class assignments.</li> <li>• Latin America &amp; Caribbean and Sub Saharan Africa 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.</li> <li>• Spiraling questions during class assignments.</li> <li>• Scaffolding (more or less as needed) incorporated into class assignments.</li> <li>• World Geography Globalization DBQ -asking students to read and analyze primary and secondary source documents and graphs at different levels of difficulty, evidence finding, thesis writing, and crafting of introductory paragraphs in preparation for ELA Writing Performance Based Assessment.</li> </ul>

<b>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Environmental Conservation Energy	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>• Tiered projects</li> <li>• Earth's energy resources extension project option - Renewable Resources at DHMS</li> <li>• Talk to a Scientist: Geologist &amp; Drone Pilot - using technology to guide conservation practices</li> <li>• Extension Challenge: Energy Math Problems</li> </ul>

	<ul style="list-style-type: none"> <li>● Extension Choice Board activities</li> </ul>
<b>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> DNA, Cell Cycle/Meiosis, Genetics	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards (DNA, Cell Cycle)</li> <li>● Choice on Study Guides</li> <li>● Anchoring Activities: Genetic Engineering, Mutations.</li> <li>● Extensions on topics of interest in most assignments and on weekly overviews.</li> <li>● Student choice for resources when learning new content</li> <li>● Tiered project - Monster Genetics Project</li> </ul>
<b>Grade 8 Science Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Chemical Equations Conservation of Mass Chemical and Physical Properties of Matter Engineering Design Process Speed, Velocity, Acceleration	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Leveled extensions to match academic strengths and needs of students</li> <li>● Extended learning opportunities above and beyond Virginia Standards (Balancing Equations vs counting atoms)</li> <li>● Opportunity to compete in national engineering design contest (Fluor Engineering Design Challenge)</li> <li>● Opportunity for independent work at student's own pace</li> <li>● VJAS Support- students who entered science fair had the opportunity to write a paper communicating their results. Support given through weekly virtual meetings with gifted resource teacher, librarian, and/or science teacher.</li> </ul>

<b>Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Ratios, unit rates, proportional reasoning, one-step equations and inequalities	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards with extensions</li> <li>● Dreambox lessons</li> </ul>

	<ul style="list-style-type: none"> <li>● Pacing within Desmos practice problems</li> <li>● Flexible Grouping Methods</li> <li>● Unit Pre-assessment</li> <li>● Tiered Assignments</li> </ul>
<b>Grade 6 - Math 6 Extended Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Multi-step equations and inequalities, ratios, rates, proportional reasoning, similar figures, slope and y-intercept of linear functions	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards with extensions</li> <li>● Tiered assignments and projects based on pre-assessment</li> <li>● Dreambox lessons</li> <li>● Pacing within Desmos practice problems</li> <li>● Flexible Grouping Methods</li> <li>● Extension to correlated 8th grade standards and focus on the process goals for mathematics</li> </ul>
<b>Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Two step inequalities, proportional reasoning, similar and congruent figures, indirect measurement, tax, tip, discount	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards with extensions</li> <li>● Tiered assignments based on flipped lesson</li> <li>● Pacing within Desmos or Nearpod practice problems</li> <li>● Flexible Grouping methods</li> <li>● Dreambox</li> </ul>
<b>Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Multi-step inequalities, proportional reasoning, similar figures, consumer applications and percent change	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Weekly choice boards with extensions (not more work, just different work)</li> <li>● Open Middle Tasks</li> <li>● Self paced Desmos lessons correlated to 8th grade standards</li> <li>● Tiered groups</li> <li>● Self-paced asynchronous work</li> <li>● Number Sense Routines</li> <li>● Puzzles</li> </ul>

	<ul style="list-style-type: none"> <li>● Open - ended questions</li> </ul>
<b>Grade 7 - Algebra I Int. Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Systems of equations and linear inequalities, simplifying radicals, computation with radicals and polynomials	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards with extensions (not more work, just different work)</li> <li>● Flexible Grouping strategies - homogeneous based on pre-assessment content mastery &amp; heterogeneous</li> <li>● Self-paced asynchronous work</li> <li>● Number Sense Routines</li> <li>● Puzzles</li> <li>● Open-ended questions</li> </ul>
<b>Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Multi-step equations and inequalities, functions - domain, range, slope-intercept form	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards with extensions</li> <li>● Tiered assignments based on flipped lesson</li> <li>● Pacing within Desmos or Nearpod practice problems</li> <li>● Flexible Grouping methods</li> <li>● Dreambox</li> </ul>
<b>Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Systems of equations and linear inequalities, simplifying radicals, computation with radicals and polynomials	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Choice boards with extensions (not more work, just different work)</li> <li>● Flexible Grouping strategies - homogeneous based on pre-assessment content mastery &amp; heterogeneous</li> <li>● Self-paced asynchronous work</li> <li>● Number Sense Routines</li> <li>● Puzzles</li> <li>● Open-ended questions</li> </ul>
<b>Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>

<p><b>Curriculum</b> Systems of equations and linear inequalities, simplifying radicals, computation with radicals and polynomials</p>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Choice boards with extensions (not more work, just different work)</li> <li>● Flexible Grouping strategies - homogeneous based on pre-assessment content mastery &amp; heterogeneous</li> <li>● Self-paced asynchronous work</li> <li>● Number Sense Routines</li> <li>● Puzzles</li> <li>● Open-ended questions</li> </ul>
<p><b>Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b> Right triangles, trigonometry, and quadrilaterals</p>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Choice Board with Extensions (not more work, just different work)</li> <li>● Flexible Grouping strategies- homogeneous based on content mastery &amp; heterogeneous</li> </ul>