



Dorothy Hamm Middle School

Differentiation Report

Second Quarter, 2021-2022

Grade 6 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>Exploring and Analyzing Fiction and Poetry: Responding to Reading</p> <p>Students:</p> <ul style="list-style-type: none"> - Used our class novel <i>The Van Gogh Cafe</i> to explore figurative language - Used a variety of poems including "Casey at the Bat" to explore poetic devices - Crafted stories following an organized plot structure <p>Communication & Multimodal Literacies</p> <p>6.1 (a, d, f-g)</p> <p>Reading</p> <p>6.5 (a-b, d-k)</p> <p>Writing</p> <p>6.7 (a-d, f-l)</p> <p>6.8 (a-d, f-h)</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Student choice on creative writing opportunities ● Writing assignments with scaffolding and opportunities to try challenges ● Extensions provided on Canvas ● Student choice in creative project product ● Encapsulation strategy to practice synthesizing and communicating information ● Strategic grouping for providing support and challenge ● Use of No Red Ink for individualized and personalized instruction on grammar & mechanics concepts ● Individualized feedback/conferences for writing
Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>Fiction Reading Unit</p> <p>Growing Vocabulary :</p> <ul style="list-style-type: none"> ● Vocab Fashion Show ● Vocabulary Collector Activities <p>Mock Sibert Award - reading as a judge</p> <p>Independent Reading Books</p> <p>Pixar Videos for Summarizing</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Socratic Seminar ● Variety of leveled text ● student choice of books ● Vocabulary Choice Board ● Graphic Organizers to support notetaking ● SWBST summarizing strategy

<p>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.</p> <p>b) Describe cause and effect relationships and their impact on plot.</p> <p>c) Explain how an author uses character development to drive conflict and resolution.</p> <p>d) Differentiate between first and third person point-of-view.</p> <p>e) Describe how word choice and imagery contribute to the meaning of a text.</p> <p>f) Draw conclusions and make inferences using the text for support.</p> <p>g) Identify the characteristics of a variety of genres.</p>	
<p>Grade 7 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p><i>The Outsiders</i> Book Study Ted Talks - 'The Danger of a Single Story' - 'Can Prejudice ever be a Good Thing?' - 'How to Overcome our Biases?' 'Nothing Gold Can Stay' poem Literary Analysis paragraphs (writing) Identity Book Clubs - <i>Ghost</i> - <i>Ghost Boys</i> - <i>See You at Harry's</i> - <i>Marcus Vega Doesn't Speak Spanish</i> - <i>Kira Kira</i> - <i>Whole Story of Half a Girl</i> - <i>American Born Chinese</i></p> <p>Communication and Multimodal Literacies 7.1 a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Brainstorming Discussion Carousel ● Leveled graphic organizers ● Tiered videos ● Poetry Stations ● Extension and Enrichment on Canvas - Escape Room Literary Elements Activity/Nature Needs a New Pronoun/Character Online Life ● Jigsaw Theme Video Activity ● Independent Reading - Students read self-selected book based on their Lexiles ● Journal writing - Think-Pair-Share/Accountable Talk/Sentence Frames ● Socratic Seminar w/novel ● Leveled previewing/Building background strategies ● Questioning Strategies

<p>e) Make statements to communicate agreement or tactful disagreement with others' ideas.</p> <p>7.3</p> <p>b) Distinguish between fact and opinion, and between evidence and inference.</p> <p>c) Describe how word choice, visual images, and sound convey a viewpoint.</p> <p>Reading</p> <p>7.5</p> <p>a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.</p> <p>b) Identify and explain the theme(s).</p> <p>c) Identify cause and effect relationships and their impact on plot.</p> <p>Writing</p> <p>7.7</p> <p>a) Engage in writing as a recursive process.</p> <p>c) Use a variety of prewriting strategies to generate and organize ideas.</p> <p>f) Compose a thesis statement for persuasive writing that includes a position.</p>	
<p>Grade 8 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>NaNoWriMo: Writing to Invent & Examine Students crafted original narrative stories of at least 5,000 words. During the process, students made intentional choices about form, organization, style and content. In addition, students designed book jackets with an eye towards audiences.</p> <p>8.7.1 Ideas in writing</p> <p>8.7.2 Elaboration & org.</p> <p>8.7.3 Writer's craft</p> <p>8.7.4 Revision</p> <p>8.8 Grammar</p> <p>Writing for Change Project Students began a research unit that will culminate with a persuasive essay.</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Writing craft development -- students practiced literary craft elements including idea generation, character sketching, setting, mood, and figurative language ● Story structure --students worked on plot, elaboration, pacing and revision. ● Research -- considered sources and reviewed note taking strategies during the opening of the persuasive unit. ● Notebook writing -- students practiced a variety of writing skills in a writing notebook throughout the first quarter. Students uploaded images from the notebook to allow teachers to provide support in writing growth.

<p>8.3 media literacy 8.5/6.2 reading strategies 8.6 Interpreting nonfiction text 8.7.1 ideas in writing 8.7.3 Writer's craft 8.8 Grammar 8.9.1 citing sources 8.9.2 research process</p> <p>Independent Reading: Reading SMART goal & volume reading 8.5/6 Ind. reading 8.5.2 Reading strategies 8.5.3 Interpret lit. texts 8.5.4 Author's craft</p>	<ul style="list-style-type: none"> • 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.
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<p>Grade 6 US History Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum USI.1, USI.4, USI.5 and USI.7 Colonial America American Revolution Westward Expansion</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> • Use of choice and voice for Unit 2 project: students had to answer the question “how did America’s founding documents shape and influence US History?” • Leveled texts through Britannica and Newsela, etc • Jigsaw activity about the Constitutional Convention • Graphic Organizers for note taking • Graphic organizers for primary and secondary source analysis • ‘Mock Trial’ of Andrew Jackson about the Trail of Tears: Students researched and prepared for a mock trial about the Trail of Tears; using strategic grouping students were assigned roles such as lawyer for the prosecution and defense or the role of a witness (i.e Andrew Jackson, General Scott, etc)
<p>Grade 7 US History and Civics II Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Elections Unit</p>	<p>Differentiation Strategies Offered</p>

CE.5 c, d, e
 Students:

- followed the election for Governor and other state and local races.
- Explored the history of voting rights
- Examined current data about voter behavior

Government Today Unit
 CE.6 a, b, c, d
 CE.7 a, b, c, d
 CE.8 a, b, c
 Students explored the structure and responsibilities of government at the national, state and local levels.

- Tiered Assignments based on student mastery of content
- Choices within assignments based on content/interest and product
- Choice Boards/Opportunities for Exploration/Extension
- Leveled texts
- Flexible grouping
- Spiraling questions
- Small group collaboration
- Choice of review activities to match academic strengths and needs of students

Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum
Human and Economic Geography Unit - WG 1, 3, 4, 14
 Students:

- Explored demographic concepts
- Identified and applied the elements of culture
- Followed the four stages of economic development, resource use, and distinguished between economic sectors

Political Conflict and Cooperation Unit - WG 1, 14, 15
 Students:

- Explored the causes of global conflict
- Tracked 5 historical conflicts from start to resolution
- Identified and understood the work of global cooperation organizations

Latin America and the Caribbean Unit - WG. 1, 2, 3, 4, 6, 14, 15, 16, 17, 18
 Students:

- Mapped the political and physical features of the region
- Examined the region’s history from pre-columbian to exploration
- Researched a country and its culture
- Examined current human, economic, and political events of the regin
- Analyzed primary and secondary sources regarding the region and crafted a written argument about migration to LAC and its impact

- Differentiation Strategies Offered:**
- Tiered Assignments based on student mastery of content
 - Choices within assignments based on content/interest and product
 - Choice of research project based upon student interest
 - Opportunities for Exploration/Extension
 - Leveled texts
 - Flexible grouping
 - Spiraling questions
 - Small group collaboration
 - Debate and simulation activities with choice of roles and different levels of complexity

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Grade 6 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Curriculum Atmosphere (VA SOL 6.7) <ul style="list-style-type: none"> - Earth's Atmosphere Matter (VA SOL 6.5) <ul style="list-style-type: none"> - Atomic structure - Elements, Compounds & Mixtures - Chemical Reactions & Equations 	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Flexible grouping strategies ● Tiered projects (Layers of the Atmosphere project) ● Lab extensions (Matter)
Grade 7 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum LS 1. a-e Scientific and Engineer Practices: <ul style="list-style-type: none"> - Planning and conducting investigations - Collecting, analyzing and interpreting data - Constructing-critiquing conclusions - Developing models LS 2. e. Cellular Transport (Diffusion-Osmosis) LS 4, a-b. Energy Transfer (photosynthesis/ cellular respiration) LS 10, a. DNA LS 2. d. Cell Division	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Extension activities ● Flexible Grouping ● Station activities ● Spiraling questions ● Enrichment options - challenge stations ● Student choice

Grade 8 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <ul style="list-style-type: none"> ● Experimental Design- Design and Conduct experiment, collect data, analyze results, communicate results ● Physical and Chemical Properties and Changes in Matter ● Atomic Theory ● Atomic Structure 	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Brainstorming pyramid- to generate ideas for science project. ● Choice of science project topic ● Independent research- students evaluate database and other online resources to research scientific principles and background information behind their hypothesis and to help them design their science experiment. ● Self-differentiated written conclusion and presentation- students complete assignment at the level where they are comfortable working ● Lab and inquiry activities with flexible grouping

Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <ul style="list-style-type: none"> ● Fractions, Decimals & Percents (Operations & Comparing & Ordering) 	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Extension activities ● Flexible Grouping ● Station activities ● Spiraling questions ● Enrichment options - challenge stations ● Student choice

Grade 6 - PreAlgebra for 6th Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <ul style="list-style-type: none"> ● Solving Equations 	<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

Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Evaluating Expressions Solving Equations Solving Inequalities Proportions	Differentiation Strategies Offered Choice Boards Flexible Grouping Extension Opportunities Dreambox Lessons Digital Math Practice
Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 7 - Algebra I Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Functions Graphing & Writing Linear equations Solving Systems of Equations	Differentiation Strategies Offered Choice Boards Flexible Grouping Extension Opportunities
Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Expressions + Equations Inequalities Pythagorean Theorem	Differentiation Strategies Offered Choice Boards Targeted Dreambox Lessons Extension Opportunities
Grade 8 Algebra I	Instructional

Curriculum (i.e., summary of standards/content instructed)	Methods & Practices
Curriculum Functions Graphing & Writing Linear equations Solving Systems of Equations	Differentiation Strategies Offered Choice Boards Flexible Grouping Extension Opportunities
Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Functions Graphing & Writing Linear equations Solving Systems of Equations	Differentiation Strategies Offered Choice Boards Flexible Grouping Extension Opportunities
Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Congruent Triangles G.5-6 Triangle Relationships Similar Triangles G.7	Differentiation Strategies Offered Choice Boards Flexible Grouping Extension Opportunities