



**Dorothy Hamm Middle School**  
**Differentiation Report**  
**2nd Quarter, 2022-2023**

<b>Grade 6 English Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <b>Unit 2 - Exploring &amp; Analyzing Fiction</b> <ul style="list-style-type: none"> <li>- Figurative language</li> <li>- Analyzing <i>The Van Gogh Cafe (VGC)</i></li> <li>- Poetry</li> <li>- Plotting stories</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Strategic grouping for providing support and challenges</li> <li>● Leveled texts</li> <li>● Pre-assessment data used to group students</li> <li>● Use of No Red Ink for individualized and personalized instruction on grammar &amp; mechanics concepts</li> <li>● Choice writing prompts</li> <li>● Writing conferences for <i>VGC</i> chapter revision</li> <li>● Extension activities for figurative language, including dialectical journal activity</li> <li>● Checklists and graphic organizers</li> <li>● Choice of note-taking techniques, including Cornell notes</li> <li>● Challenge options built into quick writes</li> </ul>
<b>Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● <b>Differentiation Strategies</b></li> <li>● -Graphic Organizers</li> <li>● -Novel Studies at different levels of book complexity</li> <li>● -analysis of language in leveled passages</li> <li>● - explicit instruction of story elements with assessment at different levels of Bloom’s Taxonomy</li> <li>● - student created projects (voice and choice)</li> <li>● Student inquiry (voice and choice)</li> <li>● Developmental Spelling Assessments and instruction</li> <li>● Making Thinking Visible strategies</li> <li>● Differentiated lesson in Brain Pop and Flocabulary</li> </ul>
<b>Grade 7 English</b>	<b>Instructional</b>

Curriculum (i.e., summary of standards/content instructed)	Methods & Practices
<p><b>Curriculum</b>            Identity Novels            Formal paragraphs that focus on theme or personal connections to the novel            Grammar unit: Compound Sentences            Vocabulary unit 1            Book Talks on independent novels</p>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>• Strategic grouping for providing support and challenges</li> <li>• Novel Studies at different levels of book complexity</li> <li>• Independent reading to provide voice and choice for students</li> <li>• Pre-assessment data used to inform instruction on speech unit</li> <li>• Choice writing prompts</li> <li>• Writing conferences</li> <li>• Graphic organizers, writing templates, exemplar writing examples</li> <li>• Choice of note-taking techniques, including Cornell notes or post-it notes</li> <li>• Leveled opportunities on in-class writing assessment</li> </ul>
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p><b>Curriculum</b>            NaNoWriMo Storytelling: What Connects Us &amp; Stories That Define Us            Nonfiction &amp; Digital Media: One Version of the Truth            Personalized Reading SMART Goal            Independent reading with reading goal required            Dystopian Novel Choice</p> <p>8.5/6 Ind. reading            8.5.2 Reading strategies            8.2 c &amp; e: multimodal presentation            8.3 c: create visual product            8.4 a, g: fig. lang. &amp; content vocab.            8.5 a, c, d, i: analyze fictional texts            8.7 a-e; j-l: writing narrative            8.8 a, c, d, f, g: edit for punctuation, quotation marks with dialogue, spelling; use a variety of sent structures            8.4 b, c, g word study/connotation &amp; denotation            8.5 g analyze literary nonfiction            8.6 all: interpreting nonfiction texts</p>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <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 a large classroom library. Students are challenged to read broadly. A reading SMART goal and regular reflection were required.</li> <li>• <b>NaNoWriMo Storytelling</b> – students set a word count goal and track their word count progress daily in a working Google Document. Within the document, students develop their fiction story in parts focusing on character, setting, inciting incident, conflict, plot elements, and point of view. Students will explore how to explode a moment, develop tone &amp; mood within their writing, include symbolism, and develop their author style. Each students produces the following:               <ul style="list-style-type: none"> <li>○ Novel, 6,000 words or longer</li> <li>○ NaNoWriMo excerpt &amp; cover design</li> <li>○ <i>We Are Writers</i> - Presentation event where students showcase their work</li> </ul> </li> <li>• <b>Nonfiction &amp; Digital Media</b> – students work with a variety of nonfiction texts/articles keeping in mind our class definition of nonfiction. They use</li> </ul>

	<p>Nonfiction signposts to find important information within the text that point to the key details and main idea in an article of their choice. Students demonstrate their understanding by creating a digital One-Page product that includes a concise, three sentence summary, signpost reflections that show understanding of author purpose, fact vs. opinion and an analysis of word connotation/denotation.</p> <ul style="list-style-type: none"> <li>● <b>Dystopian Novel Choice</b> – students were provided a list of Dystopian novels to choose from for the Dystopian unit. Once they selected their text of choice, they were grouped into Literature Circles.</li> </ul>
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<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>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● ScavengerHunt: Reconstruction Journey</li> <li>● Leveled Text - Newsela</li> <li>● Flexible Groupings</li> <li>● Unit 2 Project: Student Choice/Interest</li> <li>● Pre Assessments</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>  <b>UNIT 3: Political Process (Elections)</b>  <b>UNIT 4: Constitutional Government</b>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Students evaluated the American political process and wrote an editorial sharing their own views (PBA)</li> <li>● Students explored the concept of “systems” found in our Constitution.</li> <li>● QFT: Brown v Board of Education</li> <li>● Primary Source Analysis with US Constitution.</li> </ul>
<b>Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum:</b>  <b>Unit 4 Political Geography -</b>	<b>Differentiation Strategies Offered:</b> <ul style="list-style-type: none"> <li>● Peace Museum Choice Projects - Students selected</li> </ul>

<p><b>Conflict and Cooperation</b></p> <p><b>Unit 5 Latin America and the Caribbean</b></p>	<p>topics of their choice with varying degrees of complexity and completed a research project.</p> <ul style="list-style-type: none"> <li>● Pre-test with challenge options for those who scored high on content and skill knowledge. This was called the “Mountain Climber’s Project, and students could choose to go into more depth regarding the economics, culture, politics, or physical geography of specific countries in the region.</li> <li>● VDOE PBA Writing Task based upon the Inquiry Model. Topic How has migration to and from Latin America &amp; the Caribbean changed the people and the land. Students used level texts and sources to make and prove claims in order to answer this question.</li> <li>● All students have been offered the Passport Extension Project.</li> <li>● Students are using various Project Zero Thinking Routines to examine images and other primary sources.</li> </ul>
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<p><b>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● Properties of Atoms</li> <li>● The Chemical Reaction</li> <li>● Conservation of Matter</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Option to enter science fair competition</li> <li>● Atoms Escape Room Extension activity</li> <li>● Counting Atoms and Balancing Equations Escape Room Extension Activity</li> <li>● Opportunities to explore topics related to current units like <ul style="list-style-type: none"> <li>○ Forensics - physical properties</li> <li>○ Space Exploration Google Earth activity</li> </ul> </li> <li>● Independent Research Project on the History of Space Exploration</li> <li>●</li> </ul>
<p><b>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b></p>	<p><b>Differentiation Strategies Offered</b></p>

<ul style="list-style-type: none"> <li>● Science Fair/Independent Project</li> <li>● Experimental Design and Graphing</li> <li>● Cell Membrane- Diffusion/Osmosis</li> <li>● Photosynthesis and Cellular Respiration.</li> <li>● Implications of the Cell Energy Cycle on life</li> <li>● DNA structure and replication</li> </ul>	<ul style="list-style-type: none"> <li>● Students completed a scientific investigation of their choice. Students participated on a Science Fair activity.</li> <li>● Quizzes were differentiated with different levels of difficulty.</li> <li>● Students were given choices on labs and projects.</li> <li>● Extensions were provided.</li> </ul>
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<b>Grade 8 Science Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
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<b>Curriculum</b>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Brainstorming pyramid to generate project ideas.</li> <li>● Individualized project tailored to students Interests</li> <li>● Option to enter science fair competition/VJAS</li> <li>● Option to choose- your-own adventure (scaffolded science project)</li> <li>● In-school support with science teacher, resource teacher for gifted, librarian (research)</li> <li>● Self-paced asynchronous work</li> <li>● After school support for science fair and science projects and VJAS</li> <li>● Small group collaboration</li> <li>● Choice of review activities to match academic strengths and needs of students</li> </ul>
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<b>Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
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<b>Curriculum</b>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>●</li> </ul>
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<b>Grade 6 - Math 6 Extended Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
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<b>Curriculum</b>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>●</li> </ul>
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<b>Grade 7 - Math 7</b>	<b>Instructional</b>
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<b>Curriculum (i.e., summary of standards/content instructed)</b>	<b>Methods &amp; Practices</b>
<b>Curriculum</b> Expressions, Equations + Inequalities Began Proportions Unit	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Extend and Explore page on Canvas</li> <li>● Student Choice for Zoo Project</li> <li>● Dreambox</li> <li>● Pre-assessments</li> <li>● Flexible groups</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> Expressions, Equations + Inequalities Transformations Began Proportions Unit	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Extend and Explore page on Canvas</li> <li>● Algebra 1 level concept exploration after assessments</li> <li>● Student Choice for Zoo Project</li> <li>● Student Choice for Transformations mini-project</li> <li>● Dreambox</li> <li>● Pre-assessments</li> <li>● Flexible groups</li> </ul>
<b>Grade 7 - Algebra I Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Writing and Graphing Linear Equations Systems of Equations Linear Inequalities and Systems of Inequalities Absolute Value and Absolute Value Inequalities	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Informal pre-assessments</li> <li>● Flexible groups</li> <li>● Problem-based learning strategies</li> <li>● Math Counts</li> <li>● IXL</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> Solving Multistep Linear Equations Solving and Graphing Multistep Linear Inequalities Working with Linear Relationships and Functions	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● DreamBox</li> <li>● Student Choices</li> <li>● Extension Lesson</li> <li>● Modified Assessments according to student needs</li> </ul>
<b>Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>

<b>instructed)</b>	
<b>Curriculum</b> <ul style="list-style-type: none"> <li>• Systems of Equations</li> <li>• Systems of Inequalities</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>• Student Choices</li> <li>• Extension Lesson/Problems</li> <li>• Real world applications</li> <li>• Student Collaboration (Mixed ability groups)</li> <li>• Modified Assessments according to student needs</li> </ul>
<b>Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Proving Congruent Triangles Determining Relationships in Triangles Proving Similar Triangles	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>•</li> </ul>