



Dorothy Hamm Middle School

Differentiation Report

1st Quarter, 2023-2024

Grade 6 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 7 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum Stories that Define Us: Personal Essay Unit Storytelling elements: story structure, figurative language, grammar Independent reading with volume reading goal required 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	Differentiation Strategies Offered <ul style="list-style-type: none"> ● Notebook writing -- students practiced a variety of writing skills in a writing notebook throughout the first quarter. Teachers reviewed the notebook to provide support in writing growth. ● Personal essay -- students selected one idea from their writing notebook to develop into a complex personal essay. Students revised the original story for writer craft and selected an essay structure that highlighted a universal message. During the writing process, students revised their essays at least twice. Teachers met one-on-one with students and provided extensive feedback on the flash draft to help students develop a

<p>8.7.2 Elaboration & org. 8.7.3 Writer’s craft 8.7.4 Revision 8.8 Grammar</p>	<p>structure that best communicated the overall message.</p> <ul style="list-style-type: none"> ● 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. A volume goal and regular reflection were
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Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>US1.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <ol style="list-style-type: none"> analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history; analyzing and interpreting geographic information to determine patterns and trends in United States history; interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history; using evidence to draw conclusions and make generalizations; comparing and contrasting historical, cultural, and political perspectives in United States history; determining relationships with multiple causes or effects in United States history; explaining connections across time and place; using a decision-making model to identify the costs and benefits of a specific choice made; identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and investigating and researching to develop products orally and in writing. <p>US1.2 The student will interpret maps, globes, photographs, pictures, or tables to</p> <ol style="list-style-type: none"> locate the seven continents and five oceans; locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range; locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri 	<p>Differentiation Strategies Offered</p> <p>Tiered instruction - small and whole group.</p> <p>Secondary sources provided at differentiated reading levels.</p> <p>Range of options for final product in Quarter 1 Project Based Assessment - allows for extension and application of material/skills learned.</p> <p>Extension activities for students who finish up classwork early.</p> <p>Kinesthetic learning opportunities.</p> <p>Art-based activities, including use of technologies such as Canva.</p> <p>Kagan strategies for group work and discussions.</p>

River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
d) recognize key geographic features on maps, diagrams, and/or photographs.

USI.3

The student will apply social science skills to understand how early cultures developed in North America by:

- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and
- c) describing how the American Indians used the resources in their environment.

USI.4

The student will apply social science skills to understand European exploration in North America and West Africa by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
- b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and
- c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

USI.5 The student will apply social science skills to understand the factors that shaped colonial America by

- a) describing the religious and economic events and conditions that led to the colonization of America;
- b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services;
- c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;
- d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and

<p>e) explaining the political and economic relationships between the colonies and Great Britain.</p>	
<p>Grade 7 US History and Civics II Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>Students applied social science skills to understand the foundations of American constitutional government (CE.2)</p> <p>Student applied social science skills to understand citizenship and the rights, duties, and responsibilities of citizens (CE.3)</p> <p>Students and their families applied their learning outside the classroom and in the community with their Civic Action Portfolios.</p>	<p>Differentiation Strategies Offered</p> <p>Students used critical thinking strategies as they analyzed primary sources using LOC strategies as they studied founding documents.</p> <p>Tiered Instruction in General and Intensified Courses</p> <p>Tiered DBQ Project Mini Q: <i>What type of Citizen does a democracy need?</i></p> <p>Project Zero Thinking Strategies: “Think, See, Wonder”, “Claim Support Question”, “Imagine if” ...etc</p> <p>Choice and Voice: Civic Action Portfolio</p>
<p>Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Continuous Skills</p> <ul style="list-style-type: none"> - WG.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments - WG.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information to determine patterns and trends to understand world regions; - WG.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by creating, 	<p>Differentiation Strategies Offered:</p> <ul style="list-style-type: none"> - Tiered/leveled instruction in classwide learning - Pre-testing each unit <ul style="list-style-type: none"> - If students score high enough, they are offered further extension

comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions.

- WG.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by evaluating sources for accuracy, credibility, bias, and propaganda.
- WG.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives.
- WG.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by explaining indirect cause-and-effect relationships to understand geospatial connections.
- WG.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by analyzing multiple connections across time and place.
- WG.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.
- WG.1i The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.
- WG.1j The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally and in writing.

<p>Physical Geography</p> <ul style="list-style-type: none"> - WG.2a The student will analyze how physical and ecological processes shape Earth's surface by <u>explaining</u> regional climatic patterns and weather phenomena and their effects on people and places. - WG.2b The student will analyze how physical and ecological processes shape Earth's surface by describing how humans influence the environment and are influenced by it. - WG.2c The student will analyze how physical and ecological processes shape Earth's surface by explaining how technology affects one's ability to modify and adapt to the environment. - WG.3a The student will apply the concept of a region by explaining how characteristics of regions have led to regional labels. - WG.3b The student will apply the concept of a region by describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. 	
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<p>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>6.1 Scientific & Engineering Practices</p> <p>Our Solar System:</p> <p>6.2 The student will investigate and understand that the solar system is organized and the various bodies in the solar system interact. Key ideas include</p> <p>a) matter is distributed throughout the solar system;</p>	<p>Differentiation Strategies Offered</p> <p>A range of extension activities</p>

<p>b) planets have different sizes and orbit at different distances from the sun;</p> <p>c) gravity contributes to orbital motion; and</p> <p>d) the understanding of the solar system has developed over time.</p> <p>6.3 The student will investigate and understand that there is a relationship between the sun, Earth, and the moon. Key ideas include</p> <p>a) Earth has unique properties;</p> <p>b) the rotation of Earth in relationship to the sun causes day and night;</p> <p>c) the movement of Earth and the moon in relationship to the sun causes phases of the moon;</p> <p>d) Earth's tilt as it revolves around the sun causes the seasons; and</p> <p>e) the relationship between Earth and the moon is the primary cause of tides.</p>	
<p>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum LS 1. Scientific and Engineering practices: asking questions, planning and conducting scientific investigations (using variables, control, etc); graphing and analyzing data. LS 2. Cells: characteristics of life, cell theory and the nature of science, theories and laws.</p>	<p>Differentiation Strategies Offered Differentiation in process and product, including</p> <ul style="list-style-type: none"> ● Lab analysis questions, data analysis, ● QFT- Ex. Characteristics of Life ● Claim Evidence Reasoning (CER)- on living things ● Option to enter science fair competition ● A range of extension activities
<p>Grade 8 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>

<p>Curriculum</p> <ul style="list-style-type: none"> ● Scientific Investigation ● Energy Types ● Energy Transformations ● Heat Transfer ● Temperature Scales 	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Brainstorming pyramid to generate project ideas. ● Individualized project tailored to student's interests ● Option to enter science fair competition ● 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 ● Small group collaboration ● Choice of review activities to match academic strengths and needs of students
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<p>Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
	<p>Differentiation Strategies Offered</p>
<p>Grade 6 - Math 6 Extended Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p>	<p>Differentiation Strategies Offered</p>
<p>Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
	<p>Differentiation Strategies Offered</p>
<p>Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>

Curriculum	Differentiation Strategies Offered
Grade 7 - Algebra I Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered
Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
Curriculum	Differentiation Strategies Offered