



Dorothy Hamm Middle School

Differentiation Report

2nd Quarter, 2023-2024

Grade 6 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum Unit 2 - Exploring & Analyzing Fiction</p> <ul style="list-style-type: none"> - Figurative language - Elements of fiction - Analyzing <i>The Van Gogh Cafe (VGC)</i> 	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> ● Strategic grouping for providing support and challenges ● Choice writing prompts ● Writing conferences ● Extension activities for figurative language ● Checklists and graphic organizers ● Differentiated activities in BrainPop, Flocabulary, and Nearpod ● Choice of note-taking techniques ● Challenge options built into quick writes
Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum Communication and Multimodal Literacies</p> <p>6.1 The student will use effective oral communication skills in a variety of settings.</p> <p>Reading</p> <p>6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <p>6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.</p> <p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> ● small group (process) ● 1:1 (process) ● different project choices (product) ● variety of book choices and levels (content) ● flexible seating (environment) ● flexible grouping (process) ● flexible modes and formats (product and process)

<p>Grade 7 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Identity Novels (7.5 g, h, i, k, l) Formal paragraphs that focus on theme or personal connections to the novel (7.7) Grammar unit: Compound Sentences (7.8)</p>	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> ● Strategic grouping for providing support and challenges ● Novel Studies at different levels of book complexity ● Independent reading to provide voice and choice for students ● Formative data used to inform instruction on speech unit ● Choice writing prompts ● Graphic organizers, writing templates, exemplar writing examples ● Choice of note-taking techniques, including Cornell notes or post-it notes ● Leveled opportunities on in-class writing assessment
<p>Grade 8 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum NaNoWriMo Storytelling: What Connects Us & Stories That Define Us Nonfiction & Digital Media: Technology in a Changing Society Unit Overview Independent reading</p> <p>8.5/6 Ind. reading 8.5.2 Reading strategies 8.2 c & e: multimodal presentation 8.3 c: create visual product 8.4 a, g: fig. lang. & 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 & denotation 8.5 g analyze literary nonfiction 8.6 all: interpreting nonfiction texts</p>	<p>Differentiation Strategies Offered</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. ● NaNoWriMo Storytelling – 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 & mood within their writing, include symbolism, and develop their author style. Each students produces the following: <ul style="list-style-type: none"> ○ Novel, 7,000 words or longer for English 8 ○ Novel, 8,000 words or longer for English Intensified ○ NaNoWriMo excerpt & cover design ○ <i>We Are Writers</i> - Presentation event where students showcase their work ● Nonfiction & Digital Media – students work with a variety of nonfiction texts/articles focused on the topic of Artificial Intelligence, keeping in mind our

	<p>class definition of nonfiction. They use Nonfiction signposts to find important information within the text that point to the key details and main idea.</p> <ul style="list-style-type: none"> ○ Essential questions: <ul style="list-style-type: none"> ■ Does technology improve or control our lives? ■ What is the importance of evaluating media sources when building an argument? ■ Why does a compelling argument need a counter-argument? ● Students demonstrate their understanding by writing three sentence summaries, signpost reflections that show understanding of, fact vs. opinion and an analysis of word connotation/denotation. ● After collecting, organizing, ranking and discussing evidence with their caucus, students participate in an Argument Protocol focused on the debate question - “Does advanced technology provide more help or harm to our lives?” for a final assessment. ● Dystopian Novel Choice – 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.
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Grade 6 US History Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <ul style="list-style-type: none"> ● Use a library database to conduct research, use a citation tool to cite a resource (USI.1a-j) ● Identify and explain the connection between events of the colonial period to other historical events across American history (USI.1g). ● Interpret evidence to determine the influence of significant figures during the colonial era (USI.1c, USI.6c, USI.7c). ● Interpret evidence to determine how an event was an impact or influenced by an individual’s leadership during the colonial era (USI.1c, USI.6c, USI.7c). ● Analyze documents to find evidence, draw conclusions and make generalizations about America’s foundational documents (USI.1a, USI.1d, USI.6a, USI.6b, USI,7a). 	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> ● Tiered instruction - small and whole group ● Kagan strategies for group work and discussion ● Secondary (and some primary) sources provided at differentiated reading levels ● Range of options for final product in Quarter 2 Project Based Assessment - allows for extension and application of material/skills learned. ● Extension activities for students who finish up classwork early–i.e., historical games, suggestions for historical fiction/non-fiction reading, writing prompts ● Kinesthetic learning opportunities–”station” activities, simulations

<ul style="list-style-type: none"> Analyze and interpret geographic information to describe Manifest Destiny and its impact on the United States during the 1800s (USI.1b, USI.8). Explain how geographic features, economic factors, and technological advances influenced western settlement (USI.1b, USI.8). Evaluate how different people were advantaged or disadvantaged by Westward Expansion (USI.1d, USI.8). 	<ul style="list-style-type: none"> Art-based activities, including use of technologies such as Canva and art analysis lessons
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Grade 7 Civics and Economics Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum

The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens

The student will apply social science skills to understand the political process at the local, state, and national levels of government

Differentiation Strategies

- Tiered instruction in General and Intensified Courses
- Students used critical thinking strategies as they analyzed primary sources using LOC strategies as they studied founding documents.
- Civic Action Portfolio (Choice and Voice)
- Students created Voting PSAs to encourage voter registration.
- Tiered DBQProject MiniQt: Should we abolish the Electoral College? and Scholastic-based Civil Conversations
- Project Zero Thinking Routines: "I used to think, now I..." , "Claim Support Question" See Think Wonder..

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

Instructional Methods & Practices

Curriculum

WG. 1 - The student will demonstrate skills for historical thinking, geographical analysis, and economic decision making.

Unit 3 - Human and Economic Geography

WG.3 - explain cultural characteristics that define a region.

WG.4 - examination of natural, capital, human and entrepreneurial resource use and patterns

WG. 14 - evaluating human and economic

Differentiation Strategies

- Pre-Tests to assess students' mastery of content and skills at start of units. Demonstration of mastery allows students to complete an alternative independent project allowing for individual voice and choice.
- Tiered instruction - small and whole group with varying levels of scaffolded support.
- Kagan strategies for group work and discussion.
- Secondary (and some primary) sources analysis using

<p>development amongst nations</p> <p>WG. 15 - determine how human migration and cultural diffusion impact people and place</p> <p>WG. 16 - understand what makes an advantageous geographic sites and situations, and the costs and benefits of urbanization</p> <p>WG. 17 - analyze impact of globalization and economic unions</p> <p>Unit 4 - Conflict and Cooperation - Political Geography</p> <p>WG.18 - explain different political divisions and the ways political cooperation is used to settle disputes</p> <p>Unit 5 - Regional Study of Latin America & the Caribbean</p> <p>WG.6 - identifying major countries, cities, physical features and economic and cultural aspects</p> <p>WG. 15 - determine how human migration and cultural diffusion impact people and place</p>	<p>LOC tools</p> <ul style="list-style-type: none"> • Readings provided at differentiated reading levels • Extension activities for students who finish classwork early—i.e., Passport Project, geography games, writing prompts. • Kinesthetic learning opportunities—”station” activities, simulations. • Unit 4 Peace Museum and Research Project - students chose own topic, did independent research and created a project with some variety of options. • Art-based activities, including use of technologies such as Canva and Sketch Book Artist • Project Zero Thinking Routines:” <i>I used to think, now I...</i>”, “<i>Claim Support Question</i>” See <i>Think Wonder</i>.
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<p>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<ul style="list-style-type: none"> • Atoms are the basic building blocks of all matter. The properties of an atom are based on the number and arrangement of its subatomic particles (6.5). • In a chemical process, the atoms that make up the original substance (<i>reactants</i>) are regrouped into different molecules and the new substances (<i>products</i>) have different properties from the properties of the reactants (6.5). • Matter is conserved because atoms are conserved in chemical and physical processes (6.5). • 	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> • Variety of instructional methods to deliver content • Allow students to present learning in different formats • Option to participate in Science Fair • Provide appropriate targeted support • Choice of group or individual work • Enrichment and extension opportunities to include escape rooms that build on 6th grade standards
<p>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>

instructed)	
<p>Curriculum</p> <p>LS.2 The student will investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. Key ideas include</p> <p>b) cell structure and organelles support life processes;</p> <p>c) similarities and differences between plant and animal cells determine how they support life processes;</p> <p>e) cellular transport (osmosis and diffusion) is important for life processes.</p> <p>LS.3 The student will investigate and understand that there are levels of structural organization in living things. Key ideas include</p> <p>a) patterns of cellular organization support life processes;</p> <p>b) unicellular and multicellular organisms have comparative structures; and</p> <p>c) similar characteristics determine the classification of organisms.</p> <p>LS.4 The student will investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include</p> <p>a) photosynthesis is the foundation of virtually all food webs; and</p> <p>b) photosynthesis and cellular respiration support life processes.</p>	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> ● Opportunity to participate in Science Fair ● Differentiated for learning style by providing multiple modes of instruction (independent, paired, small group) ● Choice of individual review activities to match student needs and preferences ● Student self-created study resources based on teacher outline. ● Self-paced work
Grade 8 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices

<p>Curriculum</p> <ul style="list-style-type: none"> - Independent Science Project <ul style="list-style-type: none"> - Making and analyzing graph - Making conclusions - Phase Changes of Matter - States of Matter - Parts of an Atom - Atomic Theory - Reading the Periodic Table - Models of an Atom - Isotopes 	<p>Differentiation Strategies:</p> <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
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<p>Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>																
<p>Curriculum</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th colspan="2">STAGE 1 – STANDARDS/COMPETENCIES</th> </tr> <tr> <th style="width: 10%;">Code</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>6.5 (a-c)</td> <td>The student will a) multiply and divide fractions and mixed numbers,* b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and c) solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.</td> </tr> <tr> <td>6.4 (a-b)</td> <td>The student will a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents;* and b) compare and order positive rational numbers*</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th colspan="2">STAGE 1 – STANDARDS/COMPETENCIES</th> </tr> <tr> <th style="width: 10%;">Code</th> <th>Standard</th> </tr> </thead> <tbody> <tr> <td>6.1</td> <td>The student will represent relationships between quantities using ratios, and will use appropriate notations, such as a b , a to b, and a:b.</td> </tr> <tr> <td>6.1a (b,cd)</td> <td>The student will a) represent a proportional relationship between two quantities, including those arising from practical situations; b) determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table; c) determine whether a proportional relationship exists between two quantities; and d) make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.</td> </tr> </tbody> </table>	STAGE 1 – STANDARDS/COMPETENCIES		Code	Standard	6.5 (a-c)	The student will a) multiply and divide fractions and mixed numbers,* b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and c) solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.	6.4 (a-b)	The student will a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents;* and b) compare and order positive rational numbers*	STAGE 1 – STANDARDS/COMPETENCIES		Code	Standard	6.1	The student will represent relationships between quantities using ratios, and will use appropriate notations, such as a b , a to b, and a:b.	6.1a (b,cd)	The student will a) represent a proportional relationship between two quantities, including those arising from practical situations; b) determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table; c) determine whether a proportional relationship exists between two quantities; and d) make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.	<p>Differentiation Strategies</p> <ul style="list-style-type: none"> ● small group ● 1:1 mini conferences ● flexible seating ● flexible grouping ● flexible modes and formats ● Math Workshop ● Kagan Strategies ● Opportunity to participate in MathCounts Club ● Classroom Topic Research Activities
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STAGE I – STANDARDS/COMPETENCIES	
Code	Standard
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.
8.14	The student will a) evaluate an algebraic expression for given replacement values of the variables; and b) simplify algebraic expressions in one variable.
8.17	The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.
8.18	The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line.

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

Instructional Methods & Practices

Curriculum
7.11: Evaluate Algebraic Expressions
7.12 Solve 2-step Equations
7.13 2-step inequalities
Sol 7.3 Proportional reasoning
SoL 7.5 Similar figures

Differentiation Strategies

- Number Talks
- Math Workshop
- Choice menus
- iXL
- Open-middle tasks
- Explore and Extend options provided on Canvas

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

Instructional Methods & Practices

Curriculum
7.11, 8.14 Evaluate & Simplify algebraic expressions
7.12 2-step equations
7.13 2-step inequalities
8.17 solve multistep linear equation
8.18 solve multi-step linear inequalities
7.3 Proportional reasoning
7.5 Similar figures
8.4 consumer applications

Differentiation Strategies
Differentiation Strategies Offered

- Number Talks
- Math Workshop
- Inquiry activities
- Choice menus
- iXL
- Open-middle tasks
- Creative projects
- Explore and Extend options provided on Canvas

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

Instructional Methods & Practices

Curriculum
 Unit 4: Writing and Graphing linear equations
 A.6 (a,b,c)
 A.7 (c,d,f)
 A.8
 A.9
 Unit 5: Systems of Equations
 A.4 (d,e)

Differentiation Strategies

- Flexible grouping
- iXL
- Offered multiple extension opportunities through - Investment Club, Math Counts, and AMC 8

Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum:
 U3 - Consumer Applications & Proportional Reasoning
 U4, 5, 6 - Expressions, Equations, Exponents

- Differentiation Strategies**
- Choice board Activities Menu (Math Workshop)
 - Dreambox
 - IXL
 - Small group
 - Preferential seating
 - Lesson extensions

Quarter 2	
<p><u>Proportional Reasoning w/ Consumer Applications (Unit 3)</u></p>	<p><u>Algebraic Expressions (Unit 4), Algebraic Equations (Unit 5), & Inequalities (Unit 6)</u></p> <p>Middle of the Year Testing</p>
<p>2 weeks 3 Total Weeks split between Q1 & Q2</p>	<p>7 weeks</p>
<p>8.4</p>	<p>8.14, 8.17, 8.18</p>

Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum
 Unit 4: Writing & Graphing Equations
 Unit 5: System of Equations

- Differentiation Strategies**
- IXL
 - Student Choices/Student Paced Assignments
 - Lesson Extensions
 - Small Group Instruction
 - Preferential Seating
 - Heterogeneous Grouping
 - Kagan Strategies

Quarter 2	
<p><u>Writing and Graphing Linear Equations (Unit 4)</u></p>	<p><u>Systems of Equations (Unit 5)</u></p>
<p>5 weeks</p>	<p>4 weeks</p>
<p>8.16 A.6 (a,b,c) A.7(c,d,f) A.8 A.9</p>	<p>A.4 (d, e)</p>

Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum
 Unit 4: Writing & Graphing Equations
 Unit 5: System of Equations

- Differentiation Strategies**
- Individual Practice time
 - Extensions for summative assessments
 - Preferential Seating
 - DeltaMath
 - IXL
 - Opportunity for group collaboration

Quarter 2		
<u>Writing and Graphing Linear Equations (Unit 4)</u>	<u>Systems of Equations (Unit 5)</u>	
5 weeks	4 weeks	
<u>A.6(a,b,c)</u> <u>A.7(c,d,f)</u> <u>A.8</u> <u>A.9</u>	<u>A.4(d,e)</u>	
Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)		Instructional Methods & Practices
Curriculum G. 6 - Prove two triangles congruent		Differentiation Strategies <ul style="list-style-type: none"> ● Desmos, Delta Math, IXL, Choice Board ● Flexible groupings ● AMC8 offered