



Dorothy Hamm Middle School
Differentiation Report
3rd Quarter, 2023-2024

Grade 6 English Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>Unit 3 - Exploring & Analyzing Fiction</p> <ul style="list-style-type: none"> - Figurative language - Elements of fiction - Analyzing <i>The Van Gogh Cafe (VGC)</i> <p>Unit 4 - Nonfiction and Research</p> <ul style="list-style-type: none"> - Text structures/organizational patterns - Text features - Reference materials - Main idea and summarization - Research and paraphrasing - Informational essays - Research presentations 	<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 ● Open-ended discussion questions ● Strategic grouping for providing support and challenges ● Writing conferences ● Checklists and graphic organizers ● Differentiated activities in BrainPop, Flocabulary ● Choice of note-taking techniques, including Cornell notes and mind-mapping ● Project with opportunity for voice and choice in final product (presentation)
Grade 6 Reading Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p><i>Vocabulary</i></p> <p>6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.</p> <p><i>Independent Reading</i></p> <p>6.5 The student will read and demonstrate comprehension of a variety of fictional</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Voice and choice with independent reading ● Choice Board activities as a Performance Assessment ● Choice Board activities as extensions ● Vocabulary Surge Latin Root Derivatives ● Independent reading -- Teachers provide recommendations, personalized book lists, and access to a large classroom library. Students are challenged to read broadly among different structures, genres, and themes

<p>texts, literary nonfiction, and poetry.</p> <p><i>Non-Fiction Unit 3</i></p> <p>6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Skim materials using text features</p> <p>b) Identify main idea.</p> <p>c) Summarize supporting details.</p> <p>d) Create an objective summary</p> <p>e) Draw conclusions and make inferences</p>	<ul style="list-style-type: none"> ● Novels in Verse "Book Tasting" ● Open-ended Reading Response Options with Novels in Verse ● Visible Thinking Routines Connect-Extend-Challenge ● Inquiry-based Research with choice of specific topics
<p>Grade 7 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>Speeches, Poetry, and Independent Books</p> <p>(SOL 7.1) Participate in and contribute to conversations, group discussions, and oral presentations</p> <p>(SOL 7.2) The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.</p> <p>(SOL 7.5) Read and demonstrate comprehension of a variety of fictional texts and narrative nonfiction</p> <p>(SOL 7.6) The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>(SOL 7.7) Write in a variety of forms with an emphasis on persuasion</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Student choice on speech topic and format ● Student choice on poetry anthology topic and format of original poem(s). Choice of figurative language to include in original poems. ● Scaffolded speech analysis - whole class, small group, independent work ● Speech presented in multiple formats - in writing, audio versions, and videos with Closed Caption ● Cloze notes for speech and poetic terms ● Scaffolded poetry analysis - whole class, small group, independent work ● Independent reading - student choice of book
<p>Grade 8 English Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <p>Units:</p> <ul style="list-style-type: none"> - Literary Essay: Reading Reveals Truths [aligns w/APS unit by the same name] & Dystopian book clubs - Grammar - Integrated Writing and Reading SOL (IRW) Bootcamp <p>Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8.7 all: writing 5 paragraph essay 	<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. Regular reflection was required with interim reflection and end of quarter evaluation assessments.

<ul style="list-style-type: none"> <input type="checkbox"/> 8.1 a-g: group work <input type="checkbox"/> 8.4 a-c, g: word study <input type="checkbox"/> 8.5 all: analyze fictional texts <input type="checkbox"/> 8.7 a- g, j, l: literary analysis (persuasive) <input type="checkbox"/> 8.8 a, c, d, f, g: edit for punctuation, quotation marks with dialogue, spelling; use a variety of sent structures <input type="checkbox"/> Grammar/Mechanics: Sentence Structure: Simple, compound, complex & compound-complex 	<ul style="list-style-type: none"> ● Literary Analysis / Dystopian Book Club Unit – <ul style="list-style-type: none"> - Students were given the choice of over 20 dystopian novels for the unit. Students were grouped together based on interest. - Each group was provided a google document that included guided questions for group discussion and scaffolded analysis of important fiction signposts. - Using their collected textual evidence, students created thesis statements about a theme of their novel, with supporting evidence. - Students were encouraged to have sophisticated discussions regarding their textual evidence to support the theme. - Individually, students drafted a literary thematic essay to support their thesis, using strong text evidence. Students were provided individualized feedback on the first draft of the essay, in preparation for a final essay. ● Writing SOL Bootcamp – <ul style="list-style-type: none"> - Students were provided an outline template / graphic organizer that detailed how to properly plan a five paragraph essay for the IRW SOL. - Whole class/direct instruction on how to respond to a prompt and create a thesis statement prior to students working on their own prompt/outline/thesis statement. - Thesis statement templates were provided for each type of prompt they might encounter for the standardized test. - Students completed one practice SOL essay (For the assessment teachers provided individualized feedback for students on their writing skills) - Grammar review resources/activities were given to students that allowed them to review topics that they found specifically challenging.
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<p>Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum USII.1a Analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history.</p>	<p>Differentiation Strategies Offered</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

USI.1b Analyzing and interpreting geographic information to determine patterns and trends in United States history.

USII.1c Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history.

USII.1d Using evidence to draw conclusions and make generalizations

USII.1e Comparing and contrasting historical, cultural, and political perspectives in United States history

USII.1f Determining relationships with multiple causes or effects in United States history

USII.1g Explaining connections across time and place

USII.3 The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War

USII.4 explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion

USII.5 The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early 20th century

- differentiated reading levels
- Range of options for final product in Quarter 3 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
 - Art-based activities, including use of technologies such as Canva and art analysis lessons

Grade 7 US History and Civics II Curriculum (i.e., summary of standards/content instructed)

Instructional Methods & Practices

Curriculum

CE.4 The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life

CE.7 The student will apply social science skills to understand the American constitutional government at the state level

CE.8 The student will apply social science skills to understand the American constitutional government at the local level

CE.9 The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States

- Differentiation Strategies Offered**
- Tiered instruction in regular and intensified courses
 - Students used critical thinking strategies as they analyzed primary sources using LOC strategies
 - Civic Action Portfolio (Choice and Voice)
 - Students were provided with leveled texts and readings.
 - Tiered writing assignment to end civics section of curriculum and answer the question “How can people have an impact on their community?”
 - Mock trial with opportunities to engage as an attorney, witness, juror, etc.
 - Stock Market simulation to apply knowledge of stocks and practice strategies for making decisions about buying and selling stocks.
 - Project Zero Thinking Routines:” *I used to think, now I...*”, “*Claim Support Question*” See *Think Wonder.*

<p>CE.11 The student will apply social science skills to understand how economic decisions are made in the marketplace</p> <p>CE.12 The student will apply social science skills to understand the United States economy</p> <p>CE.14 The student will apply social science skills to understand personal finance and career opportunities</p>	
<p>Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum WG 1 (a-j) -Geography Skills WG 9 - Unit 7 Sub Saharan Africa WG 10 - Unit 8 Middle East North Asia WG 8 - Unit 9 Caucasus, Central Asia, Russia & the Baltic States</p>	<p>Differentiation Strategies Offered:</p> <ul style="list-style-type: none"> ● Pre-Tests offered for Unit 7 and 8. Those that demonstrated mastery on content and skills were invited to participate in a Novel Study with checkpoints, discussions, and reflections. ● Project Zero Thinking Routines for Image Analysis and Reading Passage on Queen Njinga or Mozambique, and as part of Reflection for Socratic Seminar on Israel and Gaza. (See below.) ● Socratic Seminar Discussions conducted on Israel and Gaza and on Russia and Ukraine, with reading, writing, and verbal requirements. ● Unit 8 included voice and choice options via the Burj Khalifa Tower activities. ● Leveled texts offered for each unit. ● Spiraling Questioning during class conversations. ● Assignments and activities scaffolded for learners with different needs.

<p>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Standards:</p> <ul style="list-style-type: none"> ● All Earth’s processes are the result of 	<p>Differentiation Strategies Offered:</p> <ul style="list-style-type: none"> ● Pre Assessments ● Leveled Texts

<p>energy flowing and mass cycling within and among Earth's systems. The energy is derived from the sun and from Earth's hot interior (6.4).</p> <ul style="list-style-type: none"> ● Thermal energy added to a system increases the kinetic energy of molecules and results in temperature and phase changes (6.6). ● Earth's atmosphere is composed of interacting and interdependent elements that are subject to change in response to inputs and outflows of energy and matter (6.7). ● The atmosphere is dynamic because of the number of factors that affect it, such as pressure and temperature, which change with altitude and latitude (6.7). ● Thermal energy transfer from the sun or from other geosystems influences air movement and weather conditions (6.7). ● Models constructed based on patterns in atmospheric conditions are used to predict weather (6.7). <p>Essential Questions: How does thermal energy move throughout our atmosphere and oceans?</p> <ul style="list-style-type: none"> ● How do changing conditions in the atmosphere cause weather? ● How are weather maps useful in predicting the weather? 	<ul style="list-style-type: none"> ● Extension Activities to include Escape Rooms, Engineering Design Activities ● Provided choice option for Weather Events Postcard Project using Canva ● Scaffolded notes and graphic organizers ● Station learning options ● Choice project with creative posters solar posters ● Self-paced work ● Variety of instructional methods to deliver content ● Offer extension options during each unit e.g. water contamination: engineering design, thermal energy interactive
<p>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum</p> <ul style="list-style-type: none"> ● DNA, molecule of life ● Cell Cycle ● Meiosis ● Genetics ● Evolution 	<p>Differentiation Strategies Offered</p> <p>*Students were offered multiple ways to show their understanding. Those included note taking, models, posters.</p> <p>*The Cell Cycle Project allowed students to create a model and explain it while recording themselves.</p> <p>*The Monster Project (genetics) had three differentiated versions. The gifted version included gene maps, and a deeper understanding of meiosis and genetic diversity.</p> <p>*Extensions were offered for each topic, including Advances</p>

	<p>in Genetics and current research with DNA. *Gifted students did a Geological Time activity (Evolution). They were able to show their background knowledge on previous units, such as Cell Energy Cycle complexity of life.</p>
Grade 8 Science Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Curriculum</p> <p>Chemistry-</p> <ul style="list-style-type: none"> - Matter and its forms (states of matter, elements, compounds, formulas, physical changes of matter) - Periodic Table - Chemical bonding - Chemical formulas - Law of Conservation of Matter - Chemical equations- balanced or not balanced, balancing simple equations <p>Engineering and Physics</p> <ul style="list-style-type: none"> - Ping Pong Pickup Challenge - Simple machines - Using resources - Collaboration, communication <p>Physics</p> <ul style="list-style-type: none"> - Electricity and Circuits 	<p>Differentiation Strategies Offered:</p> <p>Illustrating LoCoM posters</p> <p>Element Superhero/ Supervillain story/ Element SH or SV Superfight game</p> <p>Choice Boards- Chemical Bonding and LoCoM</p> <p>Performance Assessments- Chemical Bonding, Ions, Balancing Equations, Circuits</p> <p>Choice- Creating a more complex circuit using given materials.</p> <p>Choice and Exploration- Applying different methods to creating electromagnets to make one as strong as possible.</p> <p>Extension questions/activities available</p> <p>Flexible grouping</p> <p>Station activities</p> <p>Continuation of science fair project to VJAS</p>

Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)	Instructional Methods & Practices
<p>Ratios & Proportional Reasoning Standards: 6.1, 6.12 a-d</p> <p>Equations & Inequalities</p>	<p>Differentiation Strategies Offered</p> <p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Number Talks ● Math Workshop

Standards: 6.13, 6.14a,b	<ul style="list-style-type: none"> ● Inquiry activities ● Research ● Choice menus ● iXL ● Explore and Extend options provided on Canvas
<p>Grade 6 - Math 6 Extended Curriculum (i.e., summary of standards/content instructed)</p> <p>Ratios, Proportional Reasoning & Linear Functions Standards: 6.1, 6.12 (abcd), 7.3/8.4, 6.9/7.5 7.10 abcde/8.16 (abcde), 8.15</p> <p>Probability Standards: 7.8 ab, 8.11</p>	<p>Instructional Methods & Practices</p> <p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Research ● Choice menus ● iXL ● Explore and Extend options provided on Canvas
Curriculum	Differentiation Strategies Offered
<p>Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Proportional Reasoning (7.3 & 7.5) Linear Functions + Slope (7.10abcde) Transformations (7.7)</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Choice menus ● iXL ● Open-middle tasks ● Explore and Extend options provided on Canvas
<p>Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
Curriculum	Differentiation Strategies Offered

<p>Proportional Reasoning (7.3, 7.5,8.4) Linear Functions + Slope (7.10abcde, 8.15, 8.16abcde)</p>	<ul style="list-style-type: none"> ● Number Talks ● Math Workshop ● Inquiry activities ● Choice menus ● iXL ● Open-middle tasks ● Creative projects ● Explore and Extend options provided on Canvas
<p>Grade 7 - Algebra I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Linear Inequalities and systems of Inequalities (A.5, AII3a) Radicals (A.3abc, AII1b) Polynomials & Factoring (A.2bc, AII1c)</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Math Workshop ● Inquiry activities ● Choice menus ● iXL ● Creative projects ● Explore and Extend options provided on Canvas
<p>Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Linear Relationships & Functions Area, Perimeter, Pythagorean Theorem</p>	<p>Differentiation Strategies Offered</p> <p>Math Workshop Number sense routines IXL Choice board menus</p>
<p>Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Linear Inequalities/System of Inequalities Radicals Polynomials & Factoring</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Student Choices in practice assignments ● Independent discovery before lessons ● Online, paper, and creative assignments (IXL, DeltaMath, paper practice, creative projects) ● Student Collaboration (Mixed ability groups) ● Modified Assessments according to student needs
<p>Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>

<p>Curriculum Linear Inequalities/System of Inequalities Radicals Polynomials & Factoring</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Student Choices in practice assignments ● Online, paper, and creative assignments(IXL, DeltaMath, paper practice, creative projects) ● Student Collaboration (Mixed ability groups) ● Modified Assessments according to student needs
<p>Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)</p>	<p>Instructional Methods & Practices</p>
<p>Curriculum Congruent Triangles Similar Triangles</p>	<p>Differentiation Strategies Offered</p> <ul style="list-style-type: none"> ● Unit/Topic Pre-Assessments ● Choice Boards ● Flexible Grouping ● IXL ● Student Collaboration ● Projects