Dorothy Hamm Middle School
Differentiation Report
Fourth Quarter, 2023-2024

Grade 6 English **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**

Curriculum
 	
Unit 5 - Poetry and SOL Prep
- Figurative language
- Poetry terms and types
- Review
  - Elements of fiction
  - Nonfiction
	Differentiation Strategies Offered
	
	● Student choice on poetry writing opportunities
	● Writing assignments with scaffolding and opportunities to try challenges
	● Extensions provided on Canvas
	● Choice of SOL review activities
	● Kagan strategies
	● Self-paced Nearpod activities
	● Differentiated activities in Flocabulary
	● Leveled poems
	● Strategic grouping for providing support and challenges

Grade 6 Reading **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum 6.1 The student will use effective oral communication skills in a variety of settings. 6.2. The student will create multimodal presentations that effectively communicate ideas. 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	**Differentiation Strategies Offered** ● Tiered instruction - small and whole group ● Secondary (and some primary) sources provided at differentiated reading levels ● Range of options for final products in inquiry-based PBL ● Student choice based on interest of independent reading books ● QTF technique for creating questions to develop three different kinds of thinking ● **Social Issue Book Clubs** - students were challenged to choose and read literature related to real world issues. They engaged in conversations with their peers around the chosen text and were supported by the notes they took as they read. They reflected throughout the quarter on ways to read more deeply and ways to share thinking aloud in a book club structure. ● **Reading SOL** -- in preparation for the reading SOL, students practiced skills needed to effectively respond to standardized

	comprehension questions. ● Vocabulary development through learning word parts including affixes and Latin roots using Vocabulary Surge.
Grade 7 English Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum Units: ● **Poetry** ● **Nonfiction and Fiction (WWII Novels)** (SOL 7.2) Create multimodal presentations that effectively communicate ideas (SOL 7.5) Read and demonstrate comprehension of a variety of fictional texts and narrative nonfiction (SOL 7.5) Identify cause and effect relationships and their impact on plot. (SOL 7.5) Make inferences and draw conclusions based on the text (SOL 7.5) Use reading strategies to monitor comprehension throughout the reading process. (SOL 7.6) Read and demonstrate comprehension of a variety of nonfiction texts. (SOL 7.7) Write in a variety of forms, with emphasis on expository writing (SOL 7.9) Find, evaluate and select appropriate resources to create a research product	**Differentiation Strategies Offered** ● Student choice on poetry anthology topic and format of original poem(s). Choice of figurative language to include in original poems. ● Cloze notes for poetic terms ● Scaffolded poetry analysis - whole class, small group, independent work ● Independent reading - student choice of book ● Student choice in nonfiction research ● WWII research presented in multiple formats - articles, videos, pictures, etc ● Student choice in WWII novel ● Student choice in note taking strategy (post it notes or Cornell notes) ● Option to work with a partner on reading checks, when prepared with notes ● Website portfolio of nonfiction research and fiction analysis
Grade 8 English Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum: Units: - Reading SOL Bootcamp - Poetry: Words Out Loud (Spoken Word) **Standards:** - 8.2 b, c, e: develop and deliver interactive presentation - 8.4 a-c, g: word study - 8.5 all: analyze fictional texts - 8.5 a, c-f, h-j: Read, analyze poetry	**Differentiation Strategies Offered:** **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.

- 8.6 all: Analyze nonfiction - 8.7 a- g, j, l: literary analysis (persuasive) - 8.7 a-d, j, k: writing poetry	**Reading SOL Bootcamp –** - Students completed two practice Reading SOL exams from previous years. The data from these tests allowed our CLT to determine what students needed further review on before the official SOL. - Review resources/activities were given to students that allowed them to review topics that they found specifically challenging. Commonly missed questions from the practice tests were also discussed/reviewed. - Whole class/direct instruction on commonly tested subjects including: Idioms, easily confused words, author organization patterns and analogies. - Testing strategies on how to determine types of questions/meanings of unknown words were provided. **Poetry: Words Out Loud (Spoken Word) –** - Students read, analyze and annotate mentor text poems shared in class. Scaffolded poetry analysis - whole class, small group, independent work. - Students write free-writes and drafts of poetry in their WRNs inspired by topics/structures of mentor poems. - Students are provided videos of the art of spoken word poetry and consider both the historical and cultural significance of the poem as well as the effect the performance elements have on the meaning of the message. - Student choice on poetry topic and format of original poem(s). Choice of figurative language / sound devices to include in original poems. Students are given the choice to work individually or with a partner. 30 lines required for English 8/35 lines required for Intensified English. - Students apply skills learned during guided revision lessons to produce powerful poems that capture their individual voice, story, and understanding of their world. Students perform their spoken word final draft in their classes as a final assessment for the unit.

Grade 6 US History and Civics I Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum USII.6 The student will apply social science skills	**Differentiation Strategies Offered** ● Tiered instruction - small and whole group

to understand the social, economic, and technological changes of the early twentieth century USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries	• 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 4 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. 12 The student will apply social science skills to understand the United States economy CE.13 Student will apply social science skills to understand the role of government in the United States economy	**Differentiation Strategies Offered** Students continue to work on their Civics Action Portfolio applying their Civics knowledge outside the classroom.. Students are writing to elected officials, visiting historic sites, sharing their investigations on changemakers, and more. In class, students use Project Zero thinking strategies like Truth and Beauty, See think wonder, What makes you say that, Imagin If…etc Most of all, we are working on becoming better writers with the DBQ Project and Civics Journal Entries
Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum: WG .2, 3, 4, 9, 11, 12, 13, 14, 15, 16, 17, 18 **Content:** Central Asia, Caucuses, Russia & Baltics MonsoonAsia	**Differentiation Strategies Offered:** Choice boards for every lesson to include ways to extend their learning based on the current unit. Thinking Routines, such as those listed above under Grade 7

Europe Oceania, Polar Regions & Australia North America (with focus on USA and Canada)	as well as "I used to think…but now I think…; based on primary sources and current events. Voice and Choice given with regards to student projects such as, "Hello My Name is…?" CCARBS; the Monsoon Asia Pavillion, and European Fairytales

Grade 6 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Conservation and Human Impact Enduring Understandings: ● Energy is continuously transferred from one place to another and transformed among various forms **(6.4).** ● Natural resources have different properties, making them suitable for different uses. Natural resources are limited and are distributed unevenly around the planet **(6.9).** ● Earth scientists and engineers develop new technologies to extract resources while reducing the pollution, waste, and ecosystem degradation caused by extraction **(6.9)**.	**Differentiation Strategies Offered** ● Choice Project ● Learning Stations with Challenge Station ● Gizmo Extension Activities ● Different extension options always available if students finish work early (general science and topic specific, Resources Escape Room) ● Use of AI to construct our postcard project and prove the AI is helpful for work ● Earth's energy resources extension project option Renewable Resources @ DHMS
Grade 7 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum: ***Evolution** ***Classification** ***Ecology**	**Differentiation Strategies Offered:** **By Process:** ● Use of animations to explain to explain the process of evolution ● Use of current technology to classify organisms ● Assigned differentiated lessons through Flocabulary, Nearpod and Brainpop. **By Product:**

	• Case studies in Evolution- analysis-presentations • Making Classification Dichotomous Keys • Analyzing Limiting factors on Fish populations • Endangered Species Project-differentiated at 3 levels • Leveled extensions to match academic strengths, interests and needs of students
Grade 8 Science **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Speed, velocity, acceleration Work, force, power Waves Electricity SOL Review	**Differentiation Strategies Offered** • Leveled extensions to match academic strengths and needs of students • Extended learning opportunities above and beyond Virginia Standards • Opportunity for independent work at student's own pace • Differentiated projects (Cicada project, Instagram Project) • Engineering and Design project- Rollercoaster Project (content: kinetic and potential energy) • VJAS Support- students who entered science fair had the opportunity to write a paper communicating their results. Support given through weekly virtual meetings with gifted resource teacher, librarian, and/or science teacher.

Grade 6 - Math 6 **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **6.7 a-c Perimeter, Area, and Circles** **6.8b, 6.9 Polygons and Congruence**	**Differentiation Strategies Offered** • Number Talks • Math Workshop • Inquiry activities • Research • Choice menus • IXL • Explore and Extend options provided on Canvas • Projects
Grade 6 - Math 6 Extended **Curriculum (i.e., summary of standards/content**	**Instructional** **Methods & Practices**

instructed) **6.7** **The student will** **a) derive π (pi);** **b) solve problems, including practical problems, involving circumference and area of a circle; and** **c) solve problems, including practical problems, involving area and perimeter of triangles and rectangles.** **6.9** **The student will determine congruence of segments, angles, and polygons.** **7.4** **The student will** **a) describe and determine the volume and surface area of rectangular prisms and cylinders; and** **b) solve problems, including practical problems, involving the volume and surface area of rectangular prisms and cylinders.** **7.6** **The student will** **a) compare and contrast quadrilaterals based on their properties; and** **b) determine unknown side lengths or angle measures of quadrilaterals.** **7.7** **The student will apply translations and reflections of right triangles or rectangles in the coordinate plane.** **8.5** **The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.** **8.6** **The student will** **a) solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and** **b) describe how changing one measured attribute of a rectangular prism affects the volume and surface area.** **8.7** **The student will**	**Differentiation Strategies Offered** ● Number Talks ● Math Workshop ● Inquiry activities ● Research ● Choice menus ● IXL ● Explore and Extend options provided on Canvas ● Projects

a) given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane; and **b) identify practical applications of transformations.** **8.8** **The student will construct a three-dimensional model, given the top or bottom, side, and front views.** **8.9** **The student will** **Verify the Pythagorean Theorem; and** **Apply the Pythagorean Theorem** **8.10** **The student will solve area and perimeter problems, including practical problems, involving composite plane figures.**	
Curriculum	**Differentiation Strategies Offered** ●
Grade 7 - Math 7 **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum 7.6 The student will compare and contrast quadrilaterals based on their properties; and determine unknown side lengths or angle measures of quadrilaterals. 7.7 The student will apply translations and reflections of right triangles or rectangles in the coordinate plane. 7.4 The student will describe and determine the volume and surface area of rectangular prisms and cylinders; and solve problems, including practical problems, involving the volume and surface area of rectangular prisms and cylinders.	**Differentiation Strategies Offered** ● Number Talks ● Math Workshop ● Inquiry activities ● 3-Act Math ● Choice menus ● IXL ● Explore and Extend options provided on Canvas ● Projects
Grade 7 - Pre-Algebra	**Instructional**

Curriculum (i.e., summary of standards/content instructed)	**Methods & Practices**
Curriculum 8.5 The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles. 8.6 The student will solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and describe how changing one measured attribute of a rectangular prism affects the volume and surface area. 8.8 The student will construct a three-dimensional model, given the top or bottom, side, and front views. 8.9 The student will verify the Pythagorean Theorem; and apply the Pythagorean Theorem. **8.10** The student will solve area and perimeter problems, including practical problems, involving composite plane figures.	**Differentiation Strategies Offered** ● Number Talks ● Math Workshop ● Inquiry activities ● 3-Act Math ● Choice menus ● IXL ● Explore and Extend options provided on Canvas ● Projects
Grade 7 - Algebra I **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **A.7bcd** - Functions 2: Exploring Quadratic Functions **G.8a** - The Pythagorean Relationship **A.9** - Curve of Best Fit 1 with Desmos	**Differentiation Strategies Offered** ● Number Talks ● Math Workshop ● Inquiry activities ● 3-Act Math ● Choice menus ● IXL ● Explore and Extend options provided on Canvas ● Projects
Grade 8 Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Transformations (Unit 9), 8.7 Angle Relationships (Unit 10), 8.5 3-D Solid Figures (Unit 11), 8.6 & 8.8	**Differentiation Strategies Offered** ● Math Workshop ● Number sense routines ● IXL

	• Choice board menus
Grade 8 Algebra I **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Polynomials and Factoring (Unit 8) A.2 bc Quadratics (Unit 9), A.4 be, A.7 abcdef, A.9 Geometry (Unit 11), 8.9, 8.5, 8.6	**Differentiation Strategies Offered** • 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
Grade 8 Algebra I Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Polynomials and Factoring (Unit 8) A.2 bc **AII.1(c)** Quadratics (Unit 9), A.4 be, A.7 abcdef, A.9 **AII.6(a-b)** **AII.7(a, e, f, g)** Geometry (Unit 11), 8.9, 8.5, 8.6 **AII.1(a)**	**Differentiation Strategies Offered** • Student choices in practice • Project-based and classic test assessments • Online, paper, and creative assignements(IXL, DeltaMath, paper practice, creative projects) Mixed ability groups for student collaboration • Modified assignments to match student needs
Grade 8 Geometry Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Quadrilaterals Circles	**Differentiation Strategies Offered** • Online, paper and creative assignments (IXL, paper practice, creative projects) • Mixed ability groups for student collaboration • Modified assignments to match student needs