Dorothy Hamm Middle School
Differentiation Report
1st Quarter, 2024-2025

Grade 6 English, Intensified **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Finding Courage: elements of fiction and narrative writing • Story elements (plot, conflict, etc.) • POV • Dialogue • Imagery • Characterization • Grammar: writing complete sentences • Vocab Surge	**Differentiation Strategies Offered** • Strategic grouping for providing support and challenges • Choice writing prompts • Writing conferences • Extension activities • Checklists and graphic organizers • Differentiated activities in BrainPop, Flocabulary, and Nearpod • Grammar pre-assessment • Grammar workshops with leveled grouping, differentiated practice activities, adjusted support as needed • Lexia adjusted to each student
Grade 6 Disciplinary Literacy (clusetered) **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum What is Disciplinary Literacy? • Reflection writing • Academic and content vocabulary Investigations through Literacy • Elements of fiction • Characterization • Summary • Using evidence • Theme	**Differentiation Strategies Offered** **Independent Reading** - students are expected to read outside of class and can choose a book that is right for them. Periodic check-ins to gauge comprehension and engagement with the texts. Library visits every 3 weeks to provide access. Individual reading goals and progress tracking **Taba Concept Model** - introduced and practiced **Strategic Grouping** - small group project with strategic grouping **Extension and Enrichment Activities** - related to *Fever*

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Grade 7 English, Intensified **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Short Stories Identity Novels Formal paragraphs that focus on theme or personal connections to the novel Grammar unit: Simple Sentences	**Differentiation Strategies Offered** ● Leveled complexity of short stories to promote engagement, interest, and appropriate challenge ● Strategic grouping for providing support and challenges ● Novel Studies at different levels of book complexity ● Guided reading notes to focus their active reading, with notes specific to each novel choice ● Choice writing prompts for formal paragraphs ● Graphic organizers, writing templates, exemplar writing examples ● Leveled opportunities on in-class writing assessment ● Formative grammar assessments to challenge students who have mastered the expectation
Grade 8 English, Intensified **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	**Differentiation Strategies Offered** ● **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 structure that best communicated the overall message. ● **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, individual reflection are required and assessed.

Grade 6 US History, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum Unit 1: Historical Methods and Geography Unit 2: Native American Cultures and Colonial America	**Differentiation Strategies Offered** ● Small group instruction ● Leveled texts based on readiness and reading level. ● Extension and enrichment activities
Grade 7 Civics and Economics, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum Students will apply history and social science skills to explain the foundations of the American constitutional democracy (CE 1) Student will apply history and social science skills to define citizenship (CE 6)	**Differentiation Strategies Offered** Critical Thinking with Project Zero Strategies Critical Thinking Evidence Argument (Jefferson's Conflict: Ideas vs Reality) DBQ Project Resources: (What type of Citizen does America Need?)
Grade 8 World Geography (clustered) Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
WG.1a-j The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship: - through the use of primary and secondary sources; - by using geographic information to determine patterns and trends to understand world regions; - by creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; - by evaluating sources for accuracy, credibility, bias, and propaganda; - by using maps and other visual images to	**Differentiation Strategies Offered:** ● Regular Critical Thinking opportunities using Project Zero Thinking Routines ● Spiraling Questions during Mini Lessons ● Student Voice and Choice related to product creation and options to delve deeper into content and utilize more complex skills ● Pre-Test for Unit 2 and Unit 3 Opportunity with different topic/product options for those who demonstrate mastery of content and skills ● Structured Academic Controversy Discussion on Consequences of Climate Change ● Tiered reading and resources for PBA #1 "How does Physical Geography influence where people live?"

compare and contrast historical, cultural, economic, and political perspectives; - by explaining indirect cause-and-effect relationships to understand geospatial connections; - by analyzing multiple connections across time and place; - by investigating and researching to develop products orally and in writing. **Physical Geography** - WG.2a The student will analyze how physical and ecological processes shape Earth's surface by explaining 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.	

Grade 6 Science, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
I can create and interpret a simplified, modern model of the structure of an atom (6.5 a) I can compare the atomic structure of two elements (6.5 b) I can explain that elements are represented by symbols (6.5 c) I can describe the role of bonding in the formation of new substances (6.5 d)	**Differentiation Strategies Offered** CER on Lab Safety Elements in Food (Alternate Lab) Differentiated with Tiered Readings and Resources Choice Extension options - Escape Rooms, Readings

I can identify the name and number of each element present in a simple molecule or compound (6.5 e) I can model a simple chemical change with an equation and account for all atoms (6.5 e) I can distinguish the types of elements and number of each element in the chemical equation (6.5 f) I can interpret data to identify the predominant elements found in the atmosphere, the oceans, living matter, and Earth's crust (6.5 g).	Lab Analysis Questions
Grade 7 Life Science, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
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.	**Differentiation Strategies Offered** Differentiation in process and product, including ● 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
Grade 8 Science, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum ● Scientific Investigation ● States of Matter ● Phase Changes of Matter ● Measurement ● Physical and Chemical Properties ● Physical and Chemical Changes ● Classification of Matter	**Differentiation Strategies Offered** ● 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

Grade 6 - Math 6 (clustered) **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **6.PS.1** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on circle graphs. **6.NS.2** The student will reason and use multiple strategies to represent, compare, and order integers. **6.PFA.4** The student will represent a contextual situation using a linear inequality in one variable with symbols and graphs on a number line. **6.PFA.3** The student will write and solve one-step linear equations in one variable, including contextual problems that require the solution of a one-step linear equation in one variable.	**Differentiation Strategies Offered** **Instructional** **Methods & Practices** **Differentiation Strategies Offered** ● Reasoning Routines ● Pre-Assessments ● Inquiry Activities ● Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement) ● Menus/Choice Boards (differentiated to meet students for remediation, practice, and extension) ● IXL (students can practice current skills based on assigned weekly lessons; students can practice unfinished learning by stepping into the arena)
Grade 6 - Pre-Algebra **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum **6.PS.2** The student will represent the mean as a balance point and determine the effect on statistical measures when a data point is added, removed, or changed. **7.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on histograms. **8.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on boxplots. **6.NS.2** The student will reason and use multiple	**Differentiation Strategies Offered** ● Number Talks ● Math Workshop ● Inquiry activities ● Research ● Choice menus ● IXL ● Explore and Extend options provided on Canvas

strategies to represent, compare, and order integers. **6.NS.3** The student will recognize and represent patterns with whole number exponents and perfect squares. **6.CE.2** The student will estimate, demonstrate, solve, and justify solutions to problems using operations with integers, including those in context. **6.MG.3** The student will describe the characteristics of the coordinate plane and graph ordered pairs. **7.NS.3** The student will recognize and describe the relationship between square roots and perfect squares. **7.PFA.2** The student will simplify numerical expressions, simplify and generate equivalent algebraic expressions in one variable, and evaluate algebraic expressions for given replacement values of the variables. **7.CE.1** The student will estimate, solve, and justify solutions to multi-step contextual problems involving operations with rational numbers.	
Grade 7 - Math 7 (clustered) **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1: Data Cycle ● **7.PS.1** The student will use statistical investigation to determine the probability of an event and investigate and describe the difference between the experimental and theoretical probability. ● **7.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on histograms. Unit 2: Perfect Squares & Algebraic Expressions	**Differentiation Strategies Offered** ● Flexible Grouping: ○ Group students by their skill level, learning style, or interest. Rotate groups frequently to ensure exposure to diverse perspectives and to allow students to work with different peers. ● Scaffolded Instruction: ○ Break down complex tasks into smaller, more manageable steps and gradually increase the level of difficulty as students become more confident. ● Use of Manipulatives and Visual Aids: ○ Provide physical or virtual manipulatives to help visual learners or students with special needs understand abstract mathematical concepts.

• **7.NS.3** The student will recognize and describe the relationship between square roots and perfect squares. • **7.PFA.2** The student will simplify numerical expressions, simplify and generate equivalent algebraic expressions in one variable, and evaluate algebraic expressions for given replacement values of the variables. Unit 3: Scientific Notation & Compare and Order Rational Numbers • **7.NS.1** The student will investigate and describe the concept of exponents for powers of ten and compare and order numbers greater than zero written in scientific notation. • **7.NS.2** The student will reason and use multiple strategies to compare and order rational numbers. • **7.CE.1** The student will estimate, solve, and justify solutions to multi-step contextual problems involving operations with rational numbers.	• Choice Boards: ○ Offer students a menu of task options that vary in format (e.g., a written response, a hands-on project, or a presentation) and difficulty level, allowing them to choose the tasks that best match their learning preferences. • Use of Technology: ○ Integrate digital tools and apps that allow for individualized practice and feedback, such as IXL, Desmos, and DeltaMath. • Incorporating Student Interests: ○ Connect math problems and concepts to students' personal interests to increase engagement. • Graphic Organizers: ○ Provide visual tools that help students organize their thinking and plan their approach to problem-solving. • Enrichment Activities: ○ Offer enrichment opportunities for students who are ready for more challenging work. • Collaborative Problem-Solving: ○ Encourage students to work in groups to solve problems, allowing for social interaction and sharing of diverse strategies. • Visual and Verbal Differentiation: ○ Offer multiple representations of math concepts, combining visual (diagrams, charts, graphs) and verbal explanations to address various learning styles.
Grade 7 - Pre-Algebra (clustered) **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1: Probability, Data, and Statistics • **7.PS.1** The student will use statistical investigation to determine the probability of an event and investigate and describe the difference between the experimental and theoretical probability. • **7.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent	**Differentiation Strategies Offered** • Flexible Grouping: ○ Group students by their skill level, learning style, or interest. Rotate groups frequently to ensure exposure to diverse perspectives and to allow students to work with different peers. • Scaffolded Instruction: ○ Break down complex tasks into smaller, more manageable steps and gradually increase the level of difficulty as students become more confident.

data; and analyze data and communicate results) with a focus on histograms. ● **8.PS.1** The student will use statistical investigation to determine the probability of independent and dependent events, including those in context. ● **8.PS.2** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on boxplots. ● **8.PS.3** The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on scatter plots. Unit 2: Comparing and Ordering Real Numbers ● **7. NS.1** The student will investigate and describe the concept of exponents for powers of ten and compare and order numbers greater than zero written in scientific notation. ● **7.NS.2** The student will reason and use multiple strategies to compare and order rational numbers. ● **7.NS.3** The student will recognize and describe the relationship between square roots and perfect squares. ● **7.CE.1** The student will estimate, solve, and justify solutions to multi step contextual problems involving operations with rational numbers. ● **8.NS.1** The student will compare and order real numbers and determine the relationships between real numbers. ● **8.NS.2** The student will investigate and describe the relationship between the subsets of the real number system.	● Use of Manipulatives and Visual Aids: ○ Provide physical or virtual manipulatives to help visual learners or students with special needs understand abstract mathematical concepts. ● Choice Boards: ○ Offer students a menu of task options that vary in format (e.g., a written response, a hands-on project, or a presentation) and difficulty level, allowing them to choose the tasks that best match their learning preferences. ● Use of Technology: ○ Integrate digital tools and apps that allow for individualized practice and feedback, such as IXL, Desmos, and DeltaMath. ● Incorporating Student Interests: ○ Connect math problems and concepts to students' personal interests to increase engagement. ● Graphic Organizers: ○ Provide visual tools that help students organize their thinking and plan their approach to problem-solving. ● Enrichment Activities: ○ Offer enrichment opportunities for students who are ready for more challenging work. ● Collaborative Problem-Solving: ○ Encourage students to work in groups to solve problems, allowing for social interaction and sharing of diverse strategies. ● Visual and Verbal Differentiation: ○ Offer multiple representations of math concepts, combining visual (diagrams, charts, graphs) and verbal explanations to address various learning styles.
Grade 7 - Algebra I, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**

Curriculum Unit 1 - Functions, The Data Cycle, Complex Numbers, Range & Domain ● A.EO.1 , A.F.2, A.ST.1, A2.EO.4, A2.F.2 Unit 2 - Linear functions, Absolute Value, Correlation ● A.EO.1 , A.F.1, A.ST.1, A2.E1.1, A2.ST.2 Unit 3 - Functions in Context, Parallel & Perpendicular Lines ● A.EO.1 , A.E1.1, A.F1, A2.E1.1, A2.ST.2	**Differentiation Strategies Offered** Informal pre-assessments Flexible groups Problem-based learning strategies Math Counts IXL
Grade 8 Pre-Algebra, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum ● Intro to the Data Cycle ● Box Plots ○ Creating and Analyzing ● Compound Probability ○ Independent vs Dependent ● Algebraic Expressions and uses in Geometry	**Differentiation Strategies Offered** ● Varied Instructional Strategies (Direct Instruction: explicit teaching for foundational skills; Hands-On Activities: manipulatives and visual aids to support different learning styles) ● Note Taking (students having the option to complete notes electronically, guided and/or self paced) ● Collaborative Learning (collaborative environment where students can work together on challenging problems, enhancing their communication and teamwork skills) ● IXL (differentiated based on students current level via beginning of year diagnostic; as well as weekly lessons assigned on current concepts) ● Choice Boards (stations for student choice) ● Small groups (remediation, practice, extension) based on exit tickets and quizzes ● Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement, such as sports statistics)
Grade 8 Algebra I, Intensified Curriculum (i.e., summary of standards/content instructed)	**Instructional Methods & Practices**
Curriculum ● Using the Data Cycle with Bivariate Data ● Exploring Slope-Int Form ● Linear Functions	**Differentiation Strategies Offered** ● Varied Instructional Strategies (Direct Instruction: explicit teaching for foundational skills; Hands-On Activities: manipulatives and visual aids to support different learning styles)

	• Note Taking (students having the option to complete notes electronically, guided and/or self paced) • Collaborative Learning (collaborative environment where students can work together on challenging problems, enhancing their communication and teamwork skills) • IXL (differentiated based on students current level via beginning of year diagnostic; as well as weekly lessons assigned on current concepts) • Choice Boards (stations for student choice) • Small groups (remediation, practice, extension) based on exit tickets and quizzes • Real-World Connections (relate math concepts to everyday life to enhance relevance and engagement, such as sports statistics)
Grade 8 Algebra I Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum Unit 1 Data Cycle Unit 2 Linear Functions in Context Unit 3 Linear Functions	**Differentiation Strategies Offered** • Pre-assessments • Guided notes • Choice boards ((Offer students a menu of task options that vary in format (e.g., a written response, a hands-on project, or a presentation) and difficulty level, allowing them to choose the tasks that best match their learning preferences.)) • IXL (differentiated based on students current level via beginning of year diagnostic; as well as weekly lessons assigned on current concepts) • Real World Connections (relate math concepts to everyday life to enhance relevance and engagement, such as sports statistics) • Collaborative learning (collaborative environment where students can work together on challenging problems, enhancing their communication and teamwork skills)
Grade 8 Geometry Int. **Curriculum (i.e., summary of standards/content instructed)**	**Instructional** **Methods & Practices**
Curriculum	**Differentiation Strategies Offered**

Unit 1 Venn Diagrams & Intro to Logic **Unit 2** Parallel Lines **Unit 3** Transformations	• Pre-assessments • Guided notes • Choice boards (Offer students a menu of task options that vary in format (e.g., a written response, a hands-on project, or a presentation) and difficulty level, allowing them to choose the tasks that best match their learning preferences.)) • IXL (differentiated based on students current level via beginning of year diagnostic; as well as weekly lessons assigned on current concepts) • Real World Connections (relate math concepts to everyday life to enhance relevance and engagement, such as sports statistics) • Collaborative learning (collaborative environment where students can work together on challenging problems, enhancing their communication and teamwork skills)