

# Swanson Middle School

## Differentiation Report

### First Quarter, 2022-2023



<b>Grade 6 English Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>● Visual Literacy</li> <li>● Annotation Skills in Fiction and Non-Fiction Writing</li> <li>● Descriptive Writing</li> <li>● Elements of Fiction review in preparation of Personal Narrative Unit</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Independent annotation activities</li> <li>● Opportunities for deeper look into literature</li> <li>● Student collaboration/peer discussions</li> <li>● Writing topic/style choices</li> <li>● Challenges/extensions offered</li> <li>● Differentiation for interest and readiness</li> </ul>
<b>Grade 7 English Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>● Author's Craft</li> <li>● Realistic Fiction - Mirrors &amp; Windows</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Individual independent reading goals</li> <li>● Socratic seminar discussion</li> <li>● Book clubs differentiated by interest and readiness</li> <li>● Flexible grouping</li> <li>● Conferring with students on reading and writing goals</li> </ul>
<b>Grade 8 English Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> Unit 1: Stories that Connect Us <ul style="list-style-type: none"> <li>- Read different stories</li> <li>- Completed WRN activities for each reading</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Option to Exceed Expectations on rubrics with examples/explanations on how to exceed expectations on the assignment</li> </ul>

<ul style="list-style-type: none"> <li>- Original narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Extensions offered on final narrative, including adding images and literary elements like flashback or flashforward</li> <li>• Choice on what they will write about for their narrative</li> <li>• Confer on writing with direct feedback from Resource Teacher for the Gifted and classroom teacher</li> </ul>
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<b>Grade 6 US History Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<p><b>Curriculum</b> Intro to Historical Thinking - Creating a class Constitution; Primary and Secondary Sources Digital Citizenship Lessons 1 and 2 US History - Geography Over Time (Unit 1). Topics included:</p> <ul style="list-style-type: none"> <li>• Basics of World Geography (continents, oceans, hemispheres, latitude &amp; longitude)</li> <li>• American Indians and their environment (5 cultures living in diverse North American locations and their adaptation to their environment)</li> <li>• European Exploration (motivations &amp; obstacles for European countries; legacy &amp; consequences of exploration - including Columbian Exchange and Transatlantic Slave Trade)</li> <li>• Colonial America (emphasis on colonial regions and colonial society)</li> <li>• Intro to people and events of the Revolutionary War</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>• Extension activity offered on World Geography Mapping Lab - students could answer additional questions for extra credit</li> <li>• PBA writing assignment on American Indians - students who were capable of extension were encouraged to seek additional source(s) from a Newsela text set and to provide additional details in their writing about food, clothing, housing, geography, technology.</li> <li>• At the end of Quarter 1, students worked on a biography project for the Revolutionary War. Students had a choice about who to investigate for their research. Extension slides were given to provide additional writing opportunities for those who work quickly and are capable of “digging deeper.”</li> <li>• Newsela text sets on the history mini-unit have been provided for students who finish required work early and choice of articles is encouraged. (US History is continuing to think about other extension activities that could provide choice.)</li> <li>• Throughout the quarter, spiraling techniques (e.g., see, think, wonder) were provided to help students analyze images that introduce a topic (Columbus, American Revolution).</li> </ul>
<b>Grade 7 Civics and Economics Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Social-Emotional-Learning Unit <ul style="list-style-type: none"> <li>○ Tech Skills - Introduced tools for learning and how we would use</li> </ul> </li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>• Student choice for various activities including a Choice Board on Canvas linked to the curriculum including current events, videos, articles and other</li> </ul>

<p>them in our class (Canvas, Google Slides)</p> <ul style="list-style-type: none"> <li>○ Introduce inquiry based learning</li> <li>● Unit 0 - Introduction to Civics and Economics <ul style="list-style-type: none"> <li>○ Evaluating sources for civics</li> <li>○ Basic economic concepts</li> <li>○ Key geography</li> </ul> </li> <li>● Unit 1 - Foundations of Government <ul style="list-style-type: none"> <li>○ Ideals and Principles of Government</li> <li>○ Early documents</li> <li>○ Introduction to Branches of Government</li> <li>○ Checks and balances</li> <li>○ Federalism</li> <li>○ Bill of Rights</li> </ul> </li> </ul>	<p>areas of interest</p> <ul style="list-style-type: none"> <li>● Lessons (simulations, discussions, choice products and in class activities) which extend the learning of Civics and Economics ideas and link to real world application</li> </ul>
<p><b>Grade 8 World Geography Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● Unit 1 - Introduction to World Geography &amp; Anglo America <ul style="list-style-type: none"> <li>○ Mental Map</li> <li>○ Global Grid, Continents, and Oceans</li> <li>○ Branches of Geography</li> <li>○ 5 Themes of Geography</li> <li>○ Regions: First Impressions</li> <li>○ Danger of a Single Story</li> <li>○ Maps v Globes</li> <li>○ Absolute Location</li> <li>○ Anglo America Mapping</li> </ul> </li> <li>● Unit 2 - Physical Geography <ul style="list-style-type: none"> <li>○ Earth in Space</li> <li>○ Physical Features Mapping</li> <li>○ Climate</li> <li>○ Precipitation &amp; Climographs</li> <li>○ Natural Phenomena &amp; Human/Environment Interaction</li> <li>○ Physical Geography PBA (How does physical geography influence</li> </ul> </li> </ul>	<p><b>Differentiation Strategies Offered:</b></p> <ul style="list-style-type: none"> <li>● Multiple methods of map study tools offered (creating map in class, using Seterra web tool for practice, etc.)</li> <li>● Increasing challenge / difficulty level on absolute location practice (Global practice —&gt; Battleship game —&gt; Spy tracker)</li> <li>● Create your own Seterra or Quizlet</li> <li>● Class conversations with increased rigor / asking higher order thinking questions</li> <li>● Earth in Space - simulations provided with student choice of manipulation for learning / discussion</li> <li>● PBA - one of 4 writing assignments students pull evidence and data from multiple maps to analyze</li> <li>● Nacirema article - extension questions to encourage discussion</li> <li>● God Grew Tired of Us - compare examples of material / non material culture from the film, provide examples why one or the other was more important to the characters in the film; describe examples of cultural change witnessed in the film</li> <li>● Cultural Belief Spectrum - place characters from favorite books or movies (fictional or non - fictional) onto the cultural belief spectrum (ex - more modern or</li> </ul>

<p>WHERE people live?)</p> <ul style="list-style-type: none"> <li>● Unit 3 - Cultural Geography <ul style="list-style-type: none"> <li>○ Nacirema Article</li> <li>○ Elements of Culture</li> <li>○ God Grew Tired of Us documentary</li> <li>○ Mapping Cultural Sites</li> <li>○ Cultural Belief Spectrum</li> <li>○ Cultural Change</li> <li>○ Stages of Economic Development</li> <li>○ Socratic Seminar</li> </ul> </li> </ul>	<p>traditional? More fundamental or secular? Why?)</p> <ul style="list-style-type: none"> <li>● CultureGrams - <ul style="list-style-type: none"> <li>○ Find and place countries into appropriate position on the Cultural Belief Spectrum</li> <li>○ Find and place countries into appropriate stage of economic development</li> </ul> </li> <li>● Socratic Seminar - extension article to provide opportunities for more in-depth responses during seminar</li> </ul>
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<p><b>Grade 6 Science Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum:</b> Lab safety, our solar system, scientific method/inquiry</p> <ul style="list-style-type: none"> <li>● 6.1: The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations.</li> <li>● 6.8: The student will investigate and understand the organization of the solar system and the interactions among the various bodies that comprise it.</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Practice with library research, applying the scientific method through labs and/or classroom activities, and designing presentations. These strategies build student skills to successfully participate in projects and fairs through high school and beyond.</li> <li>● Use of Critical and Creative Thinking Strategies such as Question Formulation Technique (QFT) and Claims Evidence Reason (CER) in relation to subtopics in our curriculum that create opportunities to synthesize questions and guide their own learning.</li> <li>● Discussion boards to share thoughts and ideas that extend from topics in class.</li> <li>● Extension reading and discussions that go beyond what is a part of the lesson.</li> <li>● Students have been provided the option to participate in the Swanson Science Fair.</li> </ul>
<p><b>Grade 7 Science Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b> Lab safety, scientific method, experimental design/graphing, characteristics of life, cells, and microscopes</p>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Practice with applying the scientific method through labs and/or classroom activities, and designing</li> </ul>

<ul style="list-style-type: none"> <li>● LS.1 The student will demonstrate an understanding of scientific and engineering practices by: planning and carrying out investigations, interpreting, analyzing, and evaluating data, constructing and critiquing conclusions and explanations</li> <li>● 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.</li> </ul>	<p>procedures to test a hypothesis.</p> <ul style="list-style-type: none"> <li>● Students have been provided the option to participate in the Independent Science Project/Swanson Science Fair.</li> <li>● Differentiated instructional/hands-on lab activities that ask higher-order thinking questions and/or provide extension opportunities or challenge opportunities to encourage independent exploration through the use of technology and lab tools.</li> <li>● PBS Learning Resources, CK-12, and IXL content-related learning tools on Canvas.</li> <li>● Using science choice menus for students to creatively synthesize information about cell parts, cell theory, and/or cell similarities and differences.</li> </ul>
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<p><b>Grade 8 Science Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
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<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● Experimental Design and scientific investigation</li> <li>● Forms of energy</li> <li>● Energy transformations and conservation of energy</li> <li>● Introduction to properties of matter</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Student selection of science projects allowed for open ended investigation of questions</li> <li>● Gifted Resource teacher provided opportunity to discuss research and form their ideas for their independent projects</li> <li>● Open-ended labs such as the energy stations lab provided extension discussion opportunities.</li> <li>● Group discussion opportunities on energy resources provided the chance for students to explore topics related to the first unit in more depth.</li> <li>● Engineering projects such as the roller coaster lab provided students the chance to apply energy topics in a hands-on manner to solve a problem.</li> <li>● Graphs created using technology were explored in the insulation lab.</li> <li>● Analysis of class data in the insulation lab provided opportunities to explore data analysis in a more significant way</li> </ul>
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<p><b>Grade 6 - Math 6 Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
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<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Integers, integer operations, absolute value, exponents, perfect squares</li> <li>• Coordinate planes</li> <li>• Rational numbers, fraction/decimal/percent conversions ( Just started)</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>• Extensions (open middle, higher order thinking questions, application problems)</li> <li>• Challenges -Offered on the choice board, Scholastic Hardest Math Problem Challenge</li> <li>• Dreambox provides natural extensions when students master content</li> <li>• CML Contests offered</li> <li>• MathCounts Canvas course and after school club</li> <li>• Morning Math Help</li> <li>• Paper - FREE online tutoring service</li> </ul>
<p><b>Grade 6 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Integers, integer operations, order of operations, absolute value, square roots, estimating square roots, perfect squares, exponents with positive and negative bases</li> <li>• Coordinate planes</li> <li>• Real number system, fraction/decimal/percent conversions, scientific notation</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>• Extensions (open middle, higher order thinking questions, application problems)</li> <li>• Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> <li>• Dreambox provides natural extensions when students master content</li> <li>• CML Contests</li> <li>• Rigorous course learning 6th, 7th and 8th grade math</li> <li>• MathCounts Canvas course and after school club</li> <li>• Morning Math Help</li> <li>• Paper - FREE online tutoring service</li> </ul>
<p><b>Grade 7 - Math 7 Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b></p> <p><b><u>Unit 1</u></b></p> <ul style="list-style-type: none"> <li>• Absolute Value</li> <li>• Perfect squares and square roots</li> <li>• Scientific notation and powers of ten</li> <li>• Compare and order rational numbers</li> <li>• Practical problems with rational numbers</li> </ul> <p><b><u>Unit 2</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate algebraic expressions</li> <li>• Solve one- and two-step linear equations</li> </ul>	<p><b>Differentiation:</b> The following activities, virtual routines, and best practices were used to support differentiated student learning.</p> <ul style="list-style-type: none"> <li>• <b>Dreambox</b> is an online program that helps us track real-time data to see if students need remediation and/or extension.</li> <li>• <b>Delta Math</b> is an online program that provides an adaptive opportunity for students. It provides multiple problems that will enable the student to achieve mastery of a concept. In addition, it gives the student instant feedback, as well as videos to provide</li> </ul>

	<p>remediation if necessary.</p> <ul style="list-style-type: none"> <li>● <b>Desmos</b> is an online program that allows teachers to gauge the level of mastery achieved by each student. This allows for targeted remediation and extension.</li> <li>● <b>Math Stations</b> designed to provide activities that will provide support for students who are struggling with a concept as well as extension opportunities. Examples include: Must Do/Can Do Activities, Tic Tac Toe Boards, Pick Two Out of Three Activities, etc.</li> <li>● <b>Asynchronous</b> opportunity for the student to seek one-on-one support and remediation on individual questions or concerns. Also, this gives an opportunity for students to explore more challenging material.</li> <li>● <b>Office Hours</b> provide support for students who have not mastered the material.</li> </ul> <p><b>Enrichment/Extension:</b></p> <ul style="list-style-type: none"> <li>● Students are offered extension topics, projects, or activities weekly or by unit.</li> <li>● Students are offered problems with various degrees of difficulty to deepen their understanding.</li> <li>● Extensions (open middle, higher order thinking questions, application problems)</li> <li>● Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> <li>● Dreambox provides natural extensions when students master content</li> <li>● MathCounts Canvas course and after school club</li> <li>● Morning Math Help</li> <li>● Paper - FREE online tutoring service</li> </ul>
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<p><b>Grade 7 - Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
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<p><b>Curriculum</b></p> <p><u><b>Unit 1</b></u></p> <ul style="list-style-type: none"> <li>● Absolute Value</li> <li>● Perfect squares and square roots</li> <li>● Scientific notation and powers of ten</li> <li>● Compare and order real numbers</li> <li>● Real number system</li> <li>● Practical problems with real numbers</li> </ul> <p><u><b>Unit 2</b></u></p> <ul style="list-style-type: none"> <li>● Evaluate algebraic expressions</li> <li>● Solve two step linear equations</li> </ul>	<p><b>Differentiation:</b> The following activities, virtual routines, and best practices were used to support differentiated student learning.</p> <ul style="list-style-type: none"> <li>● <b>Dreambox</b> is an online program that helps us track real-time data to see if students need remediation and/or extension.</li> <li>● <b>Delta Math</b> is an online program that provides an adaptive opportunity for students. It provides multiple problems that will enable the student to achieve mastery of a concept. In addition, it gives the student instant feedback, as well as videos to provide</li> </ul>
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	<p>remediation if necessary.</p> <ul style="list-style-type: none"> <li>● <b>Desmos</b> is an online program that allows teachers to gauge the level of mastery achieved by each student. This allows for targeted remediation and extension.</li> <li>● <b>Math Stations</b> designed to provide activities that will provide support for students who are struggling with a concept as well as extension opportunities. Examples include: Must Do/Can Do Activities, Tic Tac Toe Boards, Pick Two Out of Three Activities, etc.</li> <li>● <b>Asynchronous</b> opportunity for the student to seek one-on-one support and remediation on individual questions or concerns. Also, this gives an opportunity for students to explore more challenging material.</li> <li>● <b>Office Hours</b> provide support for students who have not mastered the material.</li> </ul> <p><b>Enrichment/Extension:</b></p> <ul style="list-style-type: none"> <li>● Students are offered extension topics, projects, or activities weekly or by unit.</li> <li>● Students are offered problems with various degrees of difficulty to deepen their understanding.</li> <li>● Extensions (open middle, higher order thinking questions, application problems)</li> <li>● Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> <li>● Dreambox provides natural extensions when students master content</li> <li>● CML Contests</li> <li>● Rigorous course learning 7th and 8th grade math</li> <li>● MathCounts Canvas course and after school club</li> <li>● Morning Math Help</li> <li>● Paper - FREE online tutoring service</li> </ul>
<p><b>Grade 7 - Algebra I Int. Curriculum (i.e., summary of standards/content instructed)</b></p>	<p><b>Instructional Methods &amp; Practices</b></p>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● Laws of exponents to simplify expressions</li> <li>● Evaluate algebraic expressions</li> <li>● Represent real world situations algebraically</li> <li>● Solve multistep linear equations</li> <li>● Solve absolute value equations</li> <li>● Solve literal equations for a variable</li> <li>● Analyze linear functions</li> <li>● Composition of functions</li> </ul>	<p><b>Differentiation Strategies Offered</b></p> <ul style="list-style-type: none"> <li>● Higher order of thinking Number Sense Routines</li> <li>● Concept exploration activities prior to introduction of topic</li> <li>● Higher order of thinking Practice Sets</li> <li>● Choice activities/practices</li> <li>● Optional practice activities prior to assessments</li> <li>● Extension activities in Desmos</li> <li>● MathCounts Canvas course and after school club</li> <li>● CML Contests</li> </ul>



	<ul style="list-style-type: none"> <li>Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> </ul>
<b>Grade 8 Pre-Algebra Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>Compare and order real numbers</li> <li>Real number system</li> <li>Square roots and perfect squares</li> <li>Consumer applications</li> <li>Evaluate algebraic expressions</li> <li>Distributive property</li> <li>Combine like terms</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>Spiral Review</li> <li>Guided Notes</li> <li>Token Economy</li> <li>Choice Stations</li> <li>MathCounts Canvas course and after school club</li> <li>Small group enrichment</li> <li>Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> </ul>
<b>Grade 8 Algebra I Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>Laws of exponents to simplify expressions</li> <li>Evaluate algebraic expressions</li> <li>Represent real world situations algebraically</li> <li>Solve multistep linear equations</li> <li>Solve literal equations for a variable</li> <li>Analyze linear functions</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>Higher order of thinking Number Sense Routines</li> <li>Concept exploration activities prior to introduction of topic</li> <li>Optional practice activities prior to assessments</li> <li>Extension activities in Desmos</li> <li>MathCounts Canvas course and after school club</li> <li>CML Contests</li> <li>Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> </ul>
<b>Grade 8 Algebra I Int. Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>Laws of exponents to simplify expressions</li> <li>Evaluate algebraic expressions</li> <li>Represent real world situations algebraically</li> <li>Solve multistep linear equations</li> <li>Solve absolute value equations</li> <li>Solve literal equations for a variable</li> <li>Analyze linear functions</li> <li>Composition of functions</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>Higher order of thinking Number Sense Routines</li> <li>Concept exploration activities prior to introduction of topic</li> <li>Higher order of thinking Practice Sets</li> <li>Choice activities/practices</li> <li>Optional practice activities prior to assessments</li> <li>Extension activities in Desmos</li> <li>MathCounts Canvas course and after school club</li> <li>CML Contests</li> <li>Challenges (ex: Scholastic Hardest Math Problem</li> </ul>

	Challenge)
<b>Grade 8 Geometry Int. Curriculum (i.e., summary of standards/content instructed)</b>	<b>Instructional Methods &amp; Practices</b>
<b>Curriculum</b> <ul style="list-style-type: none"> <li>● Logic statements</li> <li>● Proofs</li> <li>● Angles formed by transversal of two lines</li> <li>● Constructions</li> </ul>	<b>Differentiation Strategies Offered</b> <ul style="list-style-type: none"> <li>● Use of Anchor Charts</li> <li>● City project construction with parallel lines, a transversal line, a perpendicular line and connections with angle relationships</li> <li>● Collaborative activities that lead students through discovering/proving theorems used in proofs</li> <li>● Alice in Wonderland logic statements activity</li> <li>● MathCounts Canvas course and after school club</li> <li>● CML Contests</li> <li>● Challenges (ex: Scholastic Hardest Math Problem Challenge)</li> </ul>