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| **Swanson Middle School**  **Differentiation Report**  **First Quarter, 2023-2024** |  |

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| **Grade 6 English - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Visual Literacy * Annotation Skills in Fiction and Non-Fiction Writing * Elements of Fiction review * Comprehension builders * Beginning of Literary Analysis | **Differentiation Strategies Offered**   * Independent annotation activities * Opportunities for deeper look into literature * Student collaboration/peer discussions * Challenges/extensions offered * Differentiation for interest and readiness |
| **Grade 7 English - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Elements of fiction - character, conflict, plot * Big ideas (theme) * Literary analysis * Word parts | **Differentiation Strategies Offered**   * Critical and Creative Thinking Strategies   + Socratic Seminar * Resources for Rigor   + Jacob’s Ladder * Compare & contrast multiple texts * Book groups by interest and ability * Higher-order thinking discussion prep questions * Differentiated writing instruction * Open-ended note-taking |
| **Grade 8 English - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Elements of fiction   + Characterization, plot, conflict, setting, genre * Roots, prefixes, suffixes * Essay Structure * Cause and effect | **Differentiation Strategies Offered**   * Critical and Creative Thinking Strategies   + Structured Academic Controversy   + Question Formulation Technique * Offered alternative readings * Resources for rigor   + Jacob’s Ladder * Higher-order thinking with in-depth discussions * Differentiated writing instruction |

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| **Grade 6 US History - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  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:   * Basics of World Geography (continents, oceans, hemispheres, latitude & longitude) * American Indians and their environment (5 cultures living in diverse North American locations and their adaptation to their environment) * European Exploration (motivations & obstacles for European countries; legacy & consequences of exploration - including Columbian Exchange and Transatlantic Slave Trade) * Colonial America (emphasis on colonial regions and colonial society) * Intro to people and events of the Revolutionary War | **Differentiation Strategies Offered**   * Extension activity offered on World Geography Mapping Lab - students could answer additional questions for extra credit * PBA writing assignment on American Indians - students who were capable of extension were encouraged to provide additional details in their writing about food, clothing, housing, geography, technology. * Additional sources and review games on the history mini-unit have been provided for students who finish required work early (US History is continuing to think about other extension activities that could provide choice.) * Throughout the quarter, spiraling techniques (e.g., see, think, wonder) were provided to help students analyze images that introduce a topic (Columbus, American Revolution). |
| **Grade 7 Civics and Economics - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Social-Emotional-Learning Unit   + Tech Skills - Introduced tools for learning and how to use apps for Civics (Canvas, Google Slides, iCivics, NewsELA)   + Introduce inquiry based learning * Unit 0 - Introduction to Civics and Economics   + Evaluating sources for civics   + Basic economic concepts   + Key geography * Unit 1 - Foundations of Government   + Ideals and Principles of Government   + Early documents   + Introduction to Branches of Government   + Checks and balances   + Federalism   + Bill of Rights | **Differentiation Strategies Offered**   * Student choice for project products * Lessons (simulations, discussions, choice products and in class activities) which extend the learning of Civics and Economics ideas and link to real world application |
| **Grade 8 World Geography**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Introduction to Geography/Anglo America   + Branches of Geography   + 5 Themes of Geography   + World Facts   + Mapping (Anglo America, Global Grid, Regions)   + Danger of a Single Story   + Maps v Globes * Physical Geography   + Natural Phenomena   + Earth in Space / Distributing the Sun’s Heat   + Climate & Climographs   + Precipitation & Vegetation   + Physical Features Mapping Lab * PBA #1 - How does physical geography influence where people live? * Cultural Geography   + Nacirema   + Cultural Misunderstandings   + Cultural Sites Mapping   + Stages of Economic Development & Presentations   + Elements of Culture & Value Statements   + Bake: People of the Forest - Cultural Differences Film   + Cultural Belief Spectrum & Cultural Change Vocab   + God Grew Tired of Us - Cultural Change Film | **Differentiation Strategies Offered:**   * Multiple methods of map study tools offered (creating map in class, using Seterra web tool for practice, etc.) * Increasing challenge/difficulty level on absolute location practice (Global practice —-> Battleship game —-> Spy tracker) * Create your own Seterra or Quizlet * Class conversations with increased rigor / asking higher order thinking questions * Earth in Space - simulations provided with student choice of manipulation for learning/discussion * PBA - one of 4 writing assignments students pull evidence and data from multiple maps to analyze * Nacirema article - extension questions to encourage discussion/Mock Socratic Seminar * Baka: People of the Forest - looking for cultural similarities and differences between hunter gatherer groups and student culture * Stages of Economic Development & Presentations - Students choose their own partners to create product displaying two consecutive * 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 * Cultural Belief Spectrum - place characters from favorite books or movies (fictional or non - fictional) onto the cultural belief spectrum (ex - more modern or traditional? More fundamental or secular? Why?) * CultureGrams -   + Find and place countries into appropriate position on the Cultural Belief Spectrum   + Find and place countries into appropriate stage of economic development |

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| **Grade 6 Science - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum:**   * SOL 6.1: Scientific and Engineering Practices   + Review and application of the scientific method * SOL 6.2, 6.3, 6.4: Our Solar System   + How the position of the Sun, Earth, moon cause ocean tides, moon phases, seasons, and day/night.   + Unique characteristics of each planet   + How telescopes have helped shape our understanding of the solar system.   + Other objects in our solar system | **Differentiation Strategies Offered**   * Research Project: Student choice in research topic, student-developed scientific question, and access to a variety of research databases. * Labs: Students follow and apply the scientific method during labs where students identify key components of the experiment, collect and analyze data, and draw conclusions. * Class conversations and group whiteboard activities with increased rigor / asking higher-order thinking questions * Regular extension activities and articles embedded in daily agendas. |
| **Grade 7 Science - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  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   * Lab safety * Scientific Method * Experimental Design * Science Skills   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.   * Microscopes * Characteristics of Living Things * Cell Theory * Cell Organelles | **Differentiation Strategies Offered**   * Practice with applying the scientific method through labs and/or classroom activities, and designing procedures to test a hypothesis. * Students have been provided the option to participate in the Independent Science Project/Swanson Science Fair. * Class conversations with increased rigor / asking higher order thinking questions * Extensions (open middle, higher order thinking questions, application problems) * Optional practice activities prior to assessments * 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 (such as Gizmos, Cells Alive!, BrainPOP, etc.) * Using science choice menus for students to creatively synthesize information about cell parts, cell theory, and/or cell similarities and differences. |
| **Grade 8 Science - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Experimental Design and scientific investigation * Forms of energy * Energy transformations and conservation of energy * Introduction to properties of matter | **Differentiation Strategies Offered**   * Student selection of science projects allowed for open-ended investigation of questions * Advanced Academics Coach provided opportunity to discuss research and form their ideas for their independent projects * Open-ended labs such as the energy stations lab provided extension discussion opportunities. * Group discussion opportunities on energy resources using the Frayer model provided the chance for students to explore topics related to the first unit in more depth. * Engineering projects such as the roller coaster lab allowed students to apply energy topics hands-on to solve a problem. * Opportunities to create graphs using technology were explored in the insulation lab. * Analysis of class data in the insulation lab provided opportunities to explore data analysis in a more significant way |

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| **Grade 6 - Math 6 - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Integers, integer operations,order of operations, absolute value, exponents, perfect squares * Coordinate planes * Rational numbers, fraction/decimal/percent conversions ( Just started) | **Differentiation Strategies Offered**   * Extensions (open middle, higher order thinking questions, application problems) * Challenges -Offered on the choice board * Dreambox provides natural extensions when students master content * CML Contests offered * MathCounts Canvas course and after school club * Morning Math Help * Paper - FREE online tutoring service |
| **Grade 6 - Pre-Algebra**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Integers, integer operations, order of operations, absolute value, square roots, estimating square roots, perfect squares, exponents with positive and negative bases * Coordinate planes * Real number system, fraction/decimal/percent conversions, scientific notation | **Differentiation Strategies Offered**   * Extensions (open middle, higher order thinking questions, application problems) * Challenges - offered on choice board * Dreambox provides natural extensions when students master content * CML Contests * Rigorous course learning 6th, 7th and 8th grade math * MathCounts Canvas course and after school club * Morning Math Help * Paper - FREE online tutoring service |
| **Grade 7 - Pre-Algebra**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  **Unit 1**   * Absolute Value * Perfect squares and square roots * Scientific notation and powers of ten * Compare and order rational numbers * Practical problems with rational numbers   **Unit 2**   * Evaluate algebraic expressions * Solve one- and two-step linear equations * Solve multi-step equations * One-step inequalities | **Differentiation Strategies Offered**   * **Dreambox** is an online program that helps us track real-time data to see if students need remediation and/or extension. * **Desmos** is an online program that allows teachers to gauge the level of mastery achieved by each student. This allows for targeted remediation and extension. * **Math Stations** 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.   **Enrichment/Extension:**   * Students are offered extension topics, projects, or activities weekly or by unit. * Students are offered problems with various degrees of difficulty to deepen their understanding. * Extensions (open middle, higher order thinking questions, application problems) * Dreambox provides natural extensions when students master content * CML Contests * Rigorous course learning 7th and 8th grade math * MathCounts Canvas course and after-school club * Morning Math Help * Paper - FREE online tutoring service * After school math homework club on Thursdays |
| **Grade 7 - Algebra I Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Laws of exponents to simplify expressions * Evaluate algebraic expressions * Represent real world situations algebraically * Solve multistep linear equations * Solve absolute value equations * Solve literal equations for a variable * Analyze linear functions * Composition of functions | **Differentiation Strategies Offered**   * Higher order of thinking Number Sense Routines * Concept exploration activities prior to introduction of topic * Higher order of thinking Practice Sets * Choice activities/practices * Optional practice activities prior to assessments * Extension activities in Desmos * MathCounts Canvas course and after school club * CML Contests |
| **Grade 8 Algebra I Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Laws of exponents to simplify expressions * Evaluate algebraic expressions * Represent real world situations algebraically * Solve multistep linear equations * Solve absolute value equations * Solve literal equations for a variable * Analyze linear functions * Composition of functions | **Differentiation Strategies Offered**   * Higher order of thinking Number Sense Routines * Concept exploration activities prior to introduction of topic * Higher order of thinking Practice Sets * Choice activities/practices * Optional practice activities prior to assessments * Extension activities in Desmos * MathCounts Canvas course and after school club * CML Contests |
| **Grade 8 Geometry Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Venn Diagrams * Logic statements * Proofs * Parallel Lines * Angles formed by transversal of two lines * Constructions | **Differentiation Strategies Offered**   * Higher order of thinking Number Sense Routines * Concept exploration activities prior to introduction of topic * Higher order of thinking Practice Sets * Optional practice activities prior to assessments * MathCounts Canvas course and after school club * CML Contests |