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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
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| **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
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| **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 SourcesDigital Citizenship Lessons 1 and 2US 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).
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| **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
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| **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.
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| **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.
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| **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
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| **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
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| **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
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| **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
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* CML Contests
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| **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
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