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

|  |  |
| --- | --- |
| **Grade 6 English - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Elements of Fiction   + Literary analysis   + Annotation   + Thematic discussions   + Text evidence   + Inferences * Vocabulary Surge   + Prefixes * Media Literacy   + Media messages in primary and secondary sources * Compare and contrast poetry   + Contemporary and traditional poems | **Differentiation Strategies Offered**   * Leveled texts * Flexible grouping * Access to choice processes and products * Conferring with students * Literary analysis paragraph using in-text citations |
| **Grade 7 English - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Realistic fiction   + literary analysis   + big ideas (theme prerequisite)   + compare and contrast   + public speaking/oral presentations * Author’s craft   + figurative language   + verse novel * Archetypes in fantasy   + hero’s journey   + character archetypes | **Differentiation Strategies Offered**   * MUD writing instruction * individualized reading reflections and goals * Jacob’s Ladder - compare & contrast * Analysis of archetypes in film |
| **Grade 8 English - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Unit 2: Power, Conflict, and Change | **Differentiation Strategies Offered**   * Choice of secondary reading: Animal Farm or Maus * Vanderbilt’s Perspectives of Power Analysis Wheels * Exposure to Structured Academic Controversy * IRW on Anne Frank |

|  |  |
| --- | --- |
| **Grade 6 US History - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Continued moving through our curriculum for US History to present from the pre-Revolutionary era to the pre-Civil War era. Topics covered included underlying causes of colonial unrest; the American Revolution, including military and political developments; the early government of the U. S. (Articles of Confederation, Constitution, Bill of Rights); and starting to understand the causes and consequences of Westward Expansion, including its implications for U. S. society and the role of the U. S. in the world. | **Differentiation Strategies Offered**   * Students who completed required work were offered extension work to conduct biographical research on an American Revolution personality of their choice * Students who completed required work were offered extension work on their choice of a major American Revolution battle * Students completed See/Think/Wonder questioning technique on Stamp Act riot lithograph * Students were given spiraling questions about events of the Revolution (e.g., Boston Massacre) that had students reflect on how events escalated over time * Students were given opportunities on assignments that allow students different ways to demonstrate understanding and to extend thinking (for example, on Articles of Confederation and Bill of Rights work) * Students were assigned the Quarter 2 Performance Based Assessments that provided them with opportunities to extend their thinking through higher level written expression * Students started to analyze an image for Westward Expansion and Manifest Destiny that introduced the topic, drove inquiry, and stirred intellectual curiosity |
| **Grade 7 Civics and Economics - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  ● Right, Duties, Responsibilities of  Citizenship  ● Process of Naturalization  ● Political Process Inquiry  ● Powers of the President  ● Powers of the Legislative Branch | **Differentiation Strategies Offered**   * Individualized product options based on ability and   interest including creating visuals, acting out ideas, persuasive writing, using building materials   * Inquiry based writing for the Political Process * Higher order thinking activities: lawmaking   simulation, creating a community with a student choice product, practicing to petition the government based on a choice issue, creating a board game for Presidential Elections   * Student choice for various activities |
| **Grade 8 World Geography**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Culture Wrap Up * Culture PBA * Unit 4 - Economic & Demographic Geography   + Introduction and Study Guide   + Economic Unions Mapping   + Economic Systems   + Population Density   + Demographics Vocabulary   + Population Pyramids   + Population Case Studies   + Categories of Economic Activity   + Resources   + Characteristics of Economic Development | **Differentiation Strategies Offered:**   * Challenges this quarter - differentiated strategies and opportunities cut due to time consuming retake policy. * Multiple methods of map study tools offered (creating map in class, using Seterra web tool for practice, etc.) * Create your own Seterra or Quizlet * Class conversations with increased rigor / asking higher order thinking questions * Population Pyramids - multiple attempts with feedback for mastery * Opportunities for group work and classroom discussion with peers * Categories of Economic Activity - Opportunity to cater to student strengths (i.e - artistic abilities, creative thinking, etc) * Study Guide and Overview - Large assignments chunked into smaller, more manageable pieces * Cultural Investigations - use of Venn Diagram (2 or 3) and research based on comfort and ability |

|  |  |
| --- | --- |
| **Grade 6 Science - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum:** Matter (atomic structure, elements,  interpreting formulas, chemical reactions**)** as well as ongoing scientific investigation   * 6.5: The student will investigate and understand that all matter is composed of atoms. * 6.1: The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations. | **Differentiation Strategies Offered**   * Practice with library research, with support from our Librarian. * Applying the scientific method through labs and/or classroom activities. * Organizing, communicating, and presenting their understanding of concepts to the whole class in small group whiteboard assignments. * The above three strategies build student skills to successfully participate in the Independent Science Project and Swanson Science Fair. * Weekly differentiated class activities that ask higher-order thinking questions and/or provide extension opportunities or challenge questions. Students are often given the option to choose between ‘Extension’ and ‘Skill Builder’ activities. |
| **Grade 7 Science - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  **●** **LS.2** Investigate and understand that all living things are composed of one or more cells that support life processes, as described by the cell theory. d) cell division is the mechanism for growth and reproduction; and e) cellular transport (osmosis and diffusion) is important for life processes.  **●** **LS.4** Investigate and understand that there are chemical processes of energy transfer which are important for life. Key ideas include:  a) photosynthesis is the foundation of virtually all food webs  b) photosynthesis and cellular respiration support life processes  **●LS.10**: Investigate and understand that organisms reproduce and transmit genetic information to new generations. | **Differentiation Strategies Offered**   * Implemented pre-assessments to differentiate based   on prior knowledge.   * Engaged in scaffolded/ hands-on lab activities   requiring higher-order thinking to predict and explain  the net movement of materials across a  semipermeable cell membrane to understand osmosis  and diffusion (Gummy Bear, Incredible Egg Lab).   * Implemented Problem Based Learning strategies to deepen thinking through discussion (Critical and Creative Thinking; photosynthesis depth and complexity frame activity- plant mass; Universal Design for Learning: energy acquisition among autotrophs and heterotrophs). * Expanded content knowledge through use of Canvas   resources such as Gizmos, PBS Learning, CK-12, and library research databases (Gale, Britannica), and Cell Projects with differentiated/extension options   * Analyzed pre-assessment data to differentiate based on prior knowledge. |
| **Grade 8 Science - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * use the kinetic molecular theory to explain physical states of matter (PS.2 c) * can describe and predict changes of state as temperature and pressure varies (PS.2 c) * interpret diagrams representing different phases of matter (PS.2 c) * compose evidence-based conclusions, explanations, and arguments to identify changes in matter when thermal energy is added or taken away (PS.2 c). * analyze a time/temperature graph of a phase change to determine the temperature at which the phase change occurs (freezing point, melting point, or boiling point) (PS.5 b) * develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed (PS.2 c) * *compare Celsius and Kelvin temperature scales and use them to describe absolute zero (PS.5 b)* * take metric measurements using appropriate tools and technologies (PS.1 b) * apply mathematical and computational thinking to calculate and compare the **densities** of substances (PS.3 a) * plan and conduct investigations to explore the relationship among mass, volume, and density, collecting and analyzing data in metric units and the International System of Units (SI units) (PS.3 a) * analyze, and interpret data in tables, graphs, charts, and/or other displays related to mass, volume, and density (PS.3 a) * distinguish between physical properties and chemical properties of matter (PS.3 a) * identify and describe a pure substance based on its physical and/or chemical properties (PS.3 a) * provide examples of the specific uses of matter that are suited to their physical or chemical properties (PS.3 a) * generate, analyze, and interpret data in tables, graphs, charts, diagrams, and/or other displays related to physical and chemical properties of matter (PS.3 a) | **Differentiation Strategies Offered**   * Use of graphic organizers to visually represent classification of matter * Students create models, do a gallery walk, then add to their models * Differentiated reading levels * Think Pair Share and other structured student interactions when creating and modifying graphs * Engaged in scaffolded hands-on lab activities requiring higher-order thinking to predict and explain various physical phenomena (Creating Alloys Penny Lab, making slime, phase changes with dry ice) * Expanded content knowledge through canvas resources such as Gizmos, BrainPop, Generation Genius, and Library Research Databases * Conducted and analyzed MOY SMART goal assessment and various warm-ups specifically geared to teach these concepts * Students finalized, prepared, and presented their Independent Research projects |

|  |  |
| --- | --- |
| **Grade 6 - Math 6 - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  6.2 (a,b)   1. represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; \*and 2. compare and order positive rational numbers\*   6.5(a-c)   1. multiply and divide fractions and mixed numbers;\* 2. solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and 3. solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals. | **Differentiation Strategies Offered**   * Extensions (open middle, higher-order thinking questions, application problems) * Challenges- Choice on the choice board (Desmos, paper challenges….) * Dreambox provides natural extensions when students master content * CML Contests offered * AMC 8 Math Contest offered * MathCounts Canvas course and after school club |
| **Grade 6 - Pre-Algebra**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  **Unit 3**  6.13-The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable  6.14-The student will   1. represent a practical situation with a linear inequality in one variable; and 2. solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.   7.12-The student will solve two-step linear equations in one variable, including practical problems that require the solution of a two-step linear equation in one variable.  7.13-The student will solve one- and two-step linear inequalities in one variable, including practical problems, involving addition, subtraction, multiplication, and division, and graph the solution on a number line.  8.17-The student will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.  8.18-The student will solve multi-step linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line. | **Differentiation Strategies Offered**   * Extensions (open middle, higher-order thinking questions, application problems) * Challenges- Choice on the choice board (Desmos, paper challenges….) * Dreambox provides natural extensions when students master content * CML Contests offered * AMC 8 Math Contest offered * MathCounts Canvas course and after school club |
| **Grade 7 - Pre-Algebra**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  **Unit 2**   * Evaluate algebraic expressions * Solve two-step linear equations   **Unit 3**   * Given a polygon, apply transformations to include translations, reflections, rotations, and dilations in the coordinate plane   **Unit 4**   * Setup and interpret the meaning of ratios * Apply proportional reasoning to solve one- and multi-step practical problems * Apply proportional reasoning to solve problems, including practical problems, involving the relationship between corresponding sides and corresponding angles of similar quadrilaterals and triangles | **Differentiation:** The following activities, virtual routines, and best practices were used to support differentiated student learning.   * **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. * **Independent Work/Choice Board Activities** opportunities 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. * **Office Hours** provide support for students who have not mastered the material. * **Math Homework Club** provides support for students who have not mastered the material and/or have additional questions. * 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 |
| **Grade 7 - Algebra I Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Graphing linear equations in two variables with a variety of domains * Describing the transformations of linear functions * Describing the transformations of absolute value functions * Writing equations of lines in different forms * Writing equations of lines that are parallel, perpendicular, direct variation, and inverse variation * Determining the equation for the Line of Best Fit for a data set and using that equation to make predictions * Solving systems of equations with graphing, elimination, and substitution | **Differentiation Strategies Offered**   * Higher order of thinking Number Sense Routines * Concept exploration activities prior to the introduction of topic * Higher order of thinking Practice Sets * Optional practice activities prior to assessments * Use of Sage-N-Scribe and Rally Coach learning strategies as a means to elicit Math Discourse * Use of Desmos Graphing Calculator * Choice Board Reviews * Spiral Review * CML Contests * AMC 8 Contest Offered * MathCounts Canvas course and after school club |
| **Grade 8 Algebra I Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Graphing linear equations in two variables with a variety of domains * Describing the transformations of linear functions * Describing the transformations of absolute value functions * Writing equations of lines in different forms * Writing equations of lines that are parallel, perpendicular, direct variation, and inverse variation * Determining the equation for the Line of Best Fit for a data set and using that equation to make predictions * Solving systems of equations with graphing, elimination, and substitution | **Differentiation Strategies Offered**   * Higher order of thinking Number Sense Routines * Concept exploration activities prior to the introduction of topic * Higher order of thinking Practice Sets * Optional practice activities prior to assessments * Use of Sage-N-Scribe and Rally Coach learning strategies as a means to elicit Math Discourse * Use of Desmos Graphing Calculator * Choice Board Reviews * Spiral Review * CML Contests * AMC 8 Contest Offered * MathCounts Canvas course and after school club |
| **Grade 8 Geometry Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Proving congruent triangles * Quadrilaterals * Relationships in triangles | **Differentiation Strategies Offered**   * Higher order of thinking Number Sense Routines * Concept exploration activities prior to the introduction of topic * Higher order of thinking Practice Sets * Optional practice activities prior to assessments * Targeted Problems as a means to elicit Math Discourse * Construction Project that reinforces unit of study * Spiral Review * CML Contests * AMC 8 Contest Offered * MathCounts Canvas course and after school club |