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

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| **Grade 6 English - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Stories of Survival * Narrative Poetry * Historical Fiction | **Differentiation Strategies Offered**   * Researched and wrote narratives on stories of survival from the Titanic * Literary analysis with comparing and contrasting experiences in Hurricane Katrina * Conferencing * Reading, writing, and analyzing narrative poetry * Culture wheel analysis * Historical fiction book groups. Students were offered a selection and were put into book groups based on choice and ability level. |
| **Grade 7 English - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * **Fantasy Book Clubs & Archetypes**   + Students discussed the hero’s journey, character and setting archetypes, big ideas, and theme.   + Students wrote a literary analysis essay to extend their writing to a higher level through use of transitions, leads and conclusions that connect with readers and the broader society, and a more seamless integration and use of evidence to support their thesis. | **Differentiation Strategies Offered**   * Students selected novels for the Fantasy Unit. Book offerings included a range of difficulties. Ultimately, students were put into book groups where they could discuss with peers at a similar reading level the range of topics covered in the unit. * Flexible grouping within the unit for interest and challenge level. * More rigor in writing expectations with a differentiated rubric for students in intensified English. * Literary Analysis Wheel from Vanderbilt Resource * Differentiated writing lessons across all three teams based on student achievement. * Students participated in a literary amusement park creation for continued challenge. |
| **Grade 8 English - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * **Research Essay: Chat GPT in Classrooms**   + Students explored new technology and discussed artificial intelligence and whether or not it would be a good idea to use it in Arlington Public Schools.   + Students wrote a persuasive research essay about Chat GPT in the classrooms. * **Started Dystopian vs. Utopian Unit**   + Students explored concepts of dystopia and utopia.   + Literary analysis of poetry     - “Tell all the truth but tell it slant” and “Alone”   + Literary analysis of “There Will Come Soft Rain” | **Differentiation Strategies Offered**   * After additional library instruction, intensified students independently selected third research resource * Choice in selection of novel for dystopian unit. * PBL (problem based learning) on whether APS should allow the use of ChatGPT in the classroom. * QFT (question formulation technique) strategies * Authentic Note-taking Strategy: Three Ways of Thinking * Vanderbilt strategies, including Literary Analysis Wheel * Flexible grouping for Book Clubs within interest areas. |

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| **Grade 6 US History - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  In the third quarter, we explored the major events, people, and themes of American history from early Westward expansion through post-Reconstruction. Our major focus was the rise in tension that led to the Civil War and the aftermath of the Civil War. | **Differentiation Strategies Offered**   * Did a Zoom inquiry using John Gast’s American Progress to kick off a broad introduction to Westward Expansion that used spiraling questions. * Completed an Abolitionist Memorial where students could research an abolitionist of their choice, articulate their legacy, and analyze a quote of their choice * Conducted biographical research on key figures for the Civil War * Conducted battle research where students could research a Civil War battle of their choice * For students who finished work early, created a Civil War choice board that games, videos, and primary source analysis for Soldier Perspective in the Civil War and Reconstruction   + Sources differentiated by type (video, written, musical)   + Sources differentiated for appropriate challenge level   + Utilized spiraling questions to allow all students to access primary sources   + Asked reflection questions that allowed students to understand progress in and backlash to Reconstruction/post-Reconstruction era * Engaged in a Gallery Walk for Civil War Effects - students generated a list of effects matched to notes to teach a broad overview of Civil War aftermath. (This was a bookend activity - a closing activity to our Civil War work before Spring Break and also an introductory activity to our PBA on Reconstruction after Spring Break.) * Analyzed a Reconstruction Rights vs. Realities slideshow that allowed students at various levels to see how the Amendments written differed from the lived experiences of African Americans and women after the Civil War and create written reflections to prepare for the PBA. * Students began work on a third PBA for Reconstruction, which allowed students to extend their thinking in a constructed written response that used sources discussed and analyzed in class. |
| **Grade 7 Civics and Economics - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**  **Judicial Branch**   * Organization of the United States judicial system at the state and federal * Understood how judicial review is an important check on the legislative and executive branches of government * Analyzed a real-world case to explain the procedures of the civil court system. * Analyzed the procedures of the criminal court system using a mock case. * Explained what due process is and what amendments provide due process protections using content vocabulary * Understood the role and importance of citizens in the Judicial Branch | **Differentiation Strategies Offered**   * Individualized product options based on ability and interest and type of product * Mock Trial   + Analysis of evidence   + Collaborative teamwork to build evidence-based arguments for court cases   + Oral Presentation of arguments * Higher order thinking activities: Mock Trials, participation on a jury, evidence-based writing, analysis of case studies, analysis of the role of individuals and biases in a jury * Student choice for various activities based on the type of product- building, acting it out or creating a fictional story of a criminal case * drawing conclusions about whether due process is being followed or not given a scenario or case study |
| **Grade 8 World Geography**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Unit Assessments (Economics & Demographics, Latin America, Sub-Saharan Africa) * Regional Unit - Latin America * Regional Unit - Sub-Saharan Africa * PBA #3 - Why Do Countries Trade? * Begin Regional Unit - East, South, and Southeast Asia | **Differentiation Strategies Offered:**   * Unit Assessments - multiple test options based on student accessibility * Regional Unit - Latin America   + Standard lessons - Latin America Mapping (rote memorization), Overview Reading/Questions, Columbian Exchange, Lecture - Vertical Zonation & Economic Inequality, Various Exit Tickets to assess in-class learning/need for more review)   + Lessons with extension opportunities:     - Aztec & Spanish Perspectives (secondary resource/photo analysis)     - Assets & Challenges - opportunities to delve deeper into topics with video     - Immigration Primer (news sites with more information about immigration/emigration) * Regional Unit - Sub-Saharan Africa   + Standard lessons - Africa mapping (rote memorization), Overview Reading / Questions, preassessment of Africa facts, Indigenous Civilizations (pre - European imperialism), Atlantic Slave Trade, Imperialism (revisiting causes and effects), and Apartheid in South Africa + Zimbabwe history, Various Exit Tickets to assess in-class learning/need for more review.)   + Lessons with extension opportunities:     - Sub-Saharan Africa Cultural Investigations (collect and analyze written information to find similarities and differences among multiple countries’ cultures within an African subregion. Discuss with a partner and create a visual presentation of findings).     - Sub-Saharan Africa News Circuit - extension videos to explore topics further   + Extension only     - Sub-Saharan Africa Cultural Investigations (Evaluate and analyze data collected to create     - Students not participating received teacher-led review of Sub-Saharan Africa Overview Reading Questions (Test Review) * East, South, and Southeast Asia   + Mapping Packet with a variety of opportunities for additional content exploration, Eastern Religions Lecture, Asia Map Test, South Asia Crossword   + Lessons with extension opportunities:     - Asia News Circuit - extension videos to explore topics further   + Extension only \*students not participating receive more direct instruction and remediation on overview with brief “must know” informational session on History of China and Japanese Culture -     - History of China / Pros & Cons of Communism Lecture     - Japan Lecture - Culture in Japan |

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| **Grade 6 Science - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum:** Water (properties of water and water distribution) & Weather (the atmosphere, heat transfer, air movement, measuring and predicting weather)   * 6.6: The student will investigate and understand that water has unique physical properties and has a role in the natural and human-made environment. * 6.8: The student will investigate and understand that land and water have roles in watershed systems. * 6.4: The student will investigate and understand that there are basic sources of energy and that energy can be transformed. * 6.7: The student will investigate and understand that air has properties and that Earth’s atmosphere has structure and is dynamic. | **Differentiation Strategies Offered**   * Practice with library research, applying the scientific method through hands-on activities and online simulations, and designing presentations. These strategies build student critical thinking skills to successfully design and participate in the Independent Science Project and Swanson Science Fair. * For the remainder of the school year, students will continue with their independent research project by preparing a presentation. Students will present their research to their science teacher and peers. * Weekly differentiated class activities that ask higher-order thinking questions and/or provide extension opportunities or challenge questions. Students are offered the option between ‘Extension’ and ‘Skill Builder’ activities a few times a quarter. |
| **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. b) Planning and carrying out investigations. c) Interpreting, analyzing, and evaluating data. d) Constructing and critiquing conclusions and explanations * LS.2 d: Distinguish between processes of mitosis and meiosis and sexual/asexual reproduction. * LS.3: Investigate and understand levels of structural organization in living things * LS.10: Investigate and understand that organisms reproduce and transmit genetic information to new generations. * LS.11 The student will investigate and understand that populations of organisms can change over time. | **Differentiation Strategies Offered**   * Analyzed pre-assessment data to differentiate based on prior knowledge. * Encouraged independent exploration through the use of online simulations and hands-on lab activities to understand processes of cell division, and DNA structure through strawberry extraction lab; molecular modeling with beads and online tools; planting corn to study genetics and Punnett squares; and scientific inquiry skills. * Explored the topic of bioethics through a scaffolded reading assignment and Socratic seminar discussion (e.g. Henrietta Lacks, Rosalind Franklin, and other scientists/topics). * Expanded content knowledge through use of Canvas resources including Gizmos learning simulations, tiered for differentiation. |
| **Grade 8 Science - Intensified**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Atomic structure, chemical reactions, balancing and bonding (PS 2b, 4 and PS 3c,d) * Nature of electricity and electric circuits (PS 9a-e) * I can compare the various types of electromagnetic waves in terms of wavelength, frequency, and energy (PS.7 a) * I can identify examples illustrating interference and/or resonance of transverse or longitudinal waves (PS.6 c) * I can construct and use models and simulations to represent how waves are reflected, absorbed, or transmitted through various materials (PS.7 a) | **Differentiation Strategies Offered**   * Extended application of chemical reactions with kitchen chemistry unit * Offered opportunities for extended math applications in balancing equation lessons * Opportunity for extension of electromagnetism study to build motors * Wave exploration stations for extended sound properties study |

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| **Grade 6 - Math 6 - Clusters**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Rational Numbers * Ratios and Proportional Reasoning * Equations | **Differentiation Strategies Offered**   * Extensions (open middle, higher-order thinking   questions, application problems)   * Challenges: Desmos and critical thinking problems * Dreambox provides natural extensions when students master content * CML Contests offered * MathCounts Canvas course and after-school club |
| **Grade 6 - Pre-Algebra**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Ratios and Proportional Reasoning, * Linear Functions * Percents and Simple Interest | **Differentiation Strategies Offered**   * Extensions (open middle, higher-order thinking   questions, application problems)   * Challenges: Practical and project-based applications of materials that enrich and reinforce lessons beyond class and homework * Dreambox provides natural extensions when students master content * CML Contests * MathCounts Canvas course and after school club |
| **Grade 7 - Pre-Algebra**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum:**   * **Unit 4**: Proportional Reasoning * **Unit 5:** Probability and Statistics * **Unit 5:** Linear Functions | **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. * **IXL** is an online program that provides specific skills to master Pre-Algebra standards. * **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. * **Admiral’s Time and Math Homework Club** provides support for students who have not mastered the material and need to set an appointment to meet one-on-one with the teacher. * 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 (3 Act Math, 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**   * Unit 6 - Linear Inequalities and Systems of Inequalities * Unit 7 - Radicals * Unit 8 - Polynomials * Final exam is scheduled for Tuesday 6/4/23 | **Differentiation:** The following activities, virtual routines, and best practices were used to support differentiated student learning.   * **Delta Math** 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 remediation if necessary. * **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. * **Admiral’s Time** provides support for students who have not mastered the material and need to set an appointment to meet one-on-one with the teacher. * 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) * CML Contests * Rigorous course learning 9th grade math * MathCounts Canvas course and after school club * Morning Math Help * Paper - FREE online tutoring service |
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| **Grade 8 Geometry Int.**  **Curriculum (i.e., summary of standards/content instructed)** | **Instructional**  **Methods & Practices** |
| **Curriculum**   * Unit 7 - Similar Triangles * Unit 8 - Right Triangles and Trigonometry * Unit 9 - Circles | **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 * Applications of Similar Triangles to real world situations * Constructions of Specific Angle Measures that reinforces unit of study * Unit Circle Project that relates Triangles/Trigonometry to Circles * Spiral Review * CML Contests * MathCounts Canvas course and after school club |