



Gunston Middle School Differentiation Report 2nd Quarter, 2023-2024



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English Language Arts 6th Grade ELA

Content	ELA 6
Unit 2	Tales of Survival (Media Literacy Narrative Nonfiction)
Pre-assessment	Defining what the term Survival means

Content	Product	Process
<p>Students will ...</p> <p>Students were given the Unit 2 writing task to write a historical fiction narrative story about Survival while referencing primary and secondary sources.</p> <p>understand that media messages are intentionally created to impact an audience (6.3a)</p> <p>Identify the characteristics of different media messages and explain how they contribute to a topic in history (6.3b,c)</p> <p>Differentiate between fact and opinion (6.6h)</p>	<p>As a group, students wrote questions on an anchor chart with the heading "Survival."</p> <p>Individually, students wrote several journals on survival as a follow up to the QFT and to better understand the survival story of the Titanic while analyzing primary and secondary source documents.</p> <p>Plot diagram</p> <p>The end of unit 2, closed out with the writing task of a historical fiction narrative survival story. Students</p>	<p>Question Formulation Technique (QFT)</p> <p>The overarching goal of the QFT is to teach students to develop and ask questions that facilitate their learning and help them take ownership of their education.</p> <p>The writing task was assigned to students after students first were introduced to the Titanic by reading several primary and secondary sources. Next, students read the story, "Into the Lifeboat" and were taught the plot diagram as well as how to write dialogue in several in class activities. Finally, students were given the writing task and</p>

<p>Identify the characters, setting, plot, conflict and theme of a story in history (6.5a)</p> <p>Describe how the events of history affected families and communities (6.5b/6.6i)</p>	<p>researched several primary and secondary sources in their writings. Many students wrote stories that were 10-15 pages in length. There was no page requirement. Students followed a detailed rubric.</p>	<p>rubric for their narrative historical fiction story.</p>
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7th Grade Intensified ELA

Content	Literary Analysis - Poetry & Fiction Book Clubs; Fiction & Nonfiction / Research
Unit 2	Between the Lines; Novel Study
Pre-assessment	QFT - Identity; KWL about The Outsiders

Content	Product	Process
<p>Students will ...</p> <p>Identify elements and characteristics of a folktale (7.5f)</p> <p>Identify and explain the theme (7.5b)</p> <p>Identify cause and effect and their impact on plot (7.5c)</p> <p>Make inferences and draw conclusions based on the text (7.5i).</p> <p>Distinguish between evidence and inference (7.3b)</p> <p>Use text features including type, headings and graphics to predict and categorize</p>	<p>Weekly Lexia to build grammar skills</p> <p>Figurative Language Quiz</p> <p>Unit 2 multiple choice test - Mastery Connect</p> <p>Four Square Short Story Analysis: Students summarized elements of plot (exposition, conflict, initiating event, rising action climax, falling action, & resolution). Setting and Point of View (POV), and character</p>	<p>We worked in stations to learn figurative language and to practice</p> <p>Station 1: Collaborative (pairs) practice to review basic figurative language terms- simile, metaphor, personification.</p> <p>Station 2: Vocabulary Surge - a root study program</p> <p>Station 3: Reviewing Figurative Language in Context with the Outsiders</p> <p>Station 4: Small group instruction reading a passage with the teacher and answering comprehension questions</p>

<p>what is read (7.6a)</p> <p>Describe how word choice, visual images, sound and language communicate an author's viewpoint (7.6f/7.3c)</p> <p>Identify an author's organizational pattern using textual clues, such as transition words and phrases (7.6b)</p> <p>Identify the source, viewpoint and purpose of a text (7.6e)</p> <p>Identify persuasive and informative techniques used in media (7.3a)</p> <p>Differentiate between fact and opinion (7.6d / 7.3b)</p> <p>Compare and contrast the effectiveness of techniques in media messages (7.3d)</p> <p>Craft and publish audience-specific media messages (7.3e)</p>	<p>analysis.</p> <p>Socratic Seminar - <i>The Outsiders</i> Students were given questions to answer and a planning document to prepare for the Seminar.</p> <p>Mini-DBQ: Meaning & Metaphor in the Poetry of Robert Frost</p>	<p>Jacob's Ladder Reading Comprehension: Margaret Mead.</p> <p>Socratic Seminar</p> <ul style="list-style-type: none"> • Student choice board for written responses to prepare for Socratic Seminar Preparation <p>Students had 5 documents to analyze and answer questions about. The documents included:</p> <ul style="list-style-type: none"> • Author Background Information • Background on the time period of the writing • More information on what it means to find the "literal" in metaphors • Poems- Nothing Gold Can Stay, Mending Wall, The Road Not Taken, The Cow in Apple Time <p>Lessons on how to write an Introduction Paragraph, Body Paragraphs, and Conclusion Paragraphs using the hamburger strategy Also using a teacher-made strategy: TCQC (topic sentence, context, quote, commentary)</p>
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8th Grade ELA

Content	Reading: nonfiction analysis Writing: constructed response, argumentative essay
Unit 2	Technology and a Changing Society
Pre-assessment	"Inventions" Micro Lab

Content	Process	Product
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<p>"Inventions" Microlab</p>	<ul style="list-style-type: none"> • As a class, we discussed one of the unit 2 title: "Technology in a Changing Society" • Students independently completed a Frayer model for the terms "technology" and "society" and discussed in small groups and whole class, • The instructor review the Microlab process and the 4cs thinking routine reflection document. • Students analyzed the political cartoon "Great Inventions of the 21st Century" and responded to the questions on their organizers. • Students shared their thinking by following the Microlab group discussion protocol. 	<ul style="list-style-type: none"> • Frayer model notebook entries • 4Cs thinking routine organizer
<p>"Our Digital Lives" text set #1 (multi-genre)</p>	<ul style="list-style-type: none"> • Students read, answered questions, and discussed 4 texts (2 articles, short story, poem) that focused on the role of the internet in our lives. • Students completed a text set reflection organizer in which they applied the essential question "How does technology affect our lives?". • Student recorded common themes, connections, and new understandings for future use in their technology text set constructed response. 	<ul style="list-style-type: none"> • Technology text set reflection organizer • Technology text set constructed response
<p>Paired Poems "Sonnet 43", Elizabeth Barrett Brown & "Interflora", Susan Hamlyn</p>	<ul style="list-style-type: none"> • Students reviewed two types of sonnets and iambic pentameter through a Nearpod. • Students took notes and annotated the poem "Sonnet 43" in order to better understand the poem "Interflora" by Susan Hamlyn. • Students read and responded to analysis questions for the poem "Interflora." • Student updated their "Technology Text Set #1" reflection organizer to record their thinking about the concepts and ideas in "Interflora." 	<ul style="list-style-type: none"> • Poetry terms notes with annotated examples • Responses to analysis questions for "Interflora"
<p>"Technology and the Natural World" text set #2 (multi-genre)</p>	<ul style="list-style-type: none"> • Students read, answered questions, and discussed 4 texts (article, short story, 2 poems) that focused on the relationship between technology and the natural world. • Students completed a text set reflection organizer in which they applied the essential question "What are the costs and 	<ul style="list-style-type: none"> • Technology text set reflection organizer • Technology text set constructed response

	<p>benefits of progress?".</p> <ul style="list-style-type: none"> ● Student recorded common themes, connections, and new understandings for future use in their technology text set constructed response. 	
<p>Jacob's Ladder: "The World Is Too Much With Us", poem</p>	<ul style="list-style-type: none"> ● Instructor guided student analysis of the poem using the 3-column poetry analysis strategy (1 = literal, 2 = figurative, 3 = interpretive) ● Students then responded to the Jacob's Ladder C and D questions. ● Students discussed their responses. 	<ul style="list-style-type: none"> ● Responses to the Jacob's Ladder analysis questions

Social Studies

6th Grade US History I and II

Content	United States History 6th Grade (USI and USII)
Unit 2	Conflict and Change
Pre-assessment	Debate: Why Do We Have Government?

Content	Product	Process
<p>What people, documents, and events influenced what happened in American history? Students will ...</p> <ul style="list-style-type: none"> ● Use a library database to conduct research (USI.1j) ● Use a citation tool to cite a resource (USI.1j) ● Identify and explain the connection between events of the colonial period to other historical events across American history (USI.1g). ● Interpret evidence to determine the influence of significant figures during the colonial era (USI.1c, US1.6c, USI.7c). ● Interpret evidence to determine how an event was an impact or influenced by an individual's leadership during the colonial era (USI.1c, US1.6c, USI.7c). ● Make generalizations about Civil War figures and events and explain their significance (USI.1d, USI.9d). ● Analyze documents to find evidence, draw conclusions and make generalizations about America's foundational documents (USI.1a, USI.1d, USI.6a, USI.6b, USI.7a). 	<ul style="list-style-type: none"> ● DBQ: Cabeza de Vaca - How did he survive? ● Simulation: Could you survive Jamestown? ● Simulation: iPad Tax and the American Revolution ● Seminar: On Independence?: ● Simulation: Stranded on a desert island government simulation ● Presidential Research Project: Research one of the 1st Five Presidents ● To The West: Families Research Project ● Mini DBQ: Does the Constitution Protect Against Tyranny? 	<ul style="list-style-type: none"> ● Choice Board for Unit 2 Projects for Fast Finisher Students ● Daily Brain Teaser Riddle related to Historical Thinking Routines ● Extension Opportunity for Historical Fiction Writing: Students were given the opportunity to write a historical fiction story about one of the people we studied this Unit ● Small Group- Heterogenous

7th Grade Intensified Civics and Economics

Content	Civics and Economics
Unit 2	Citizenship
Pre-assessment	Unit 2 Pre Assessment

Content - Students will ...	Product	Process
Analyze information related to U.S. citizenship to create a graphic organizer, infographic, or other product that demonstrates how someone can become a citizen and the duties and responsibilities of citizens (CE.3a, CE.3c, CE.3d, CE.1c, CE.1j).	Pre Assessment from ebook	Students were provided academic vocabulary and an explanation of the Hexagonal Vocab to complete during class. They were encouraged to participate in the live lesson while responding through the platform. Advanced extensions built into each lesson with a 3-2-1 structure
Analyze primary and secondary sources in order to determine the protections that are provided to citizens by the First Amendment (CE.3b, CE.1a).	Students created infographics to show the steps required to become a U.S. citizen using Canva or poster paper.	Students began with completing academic vocabulary work on Hexagonal charts. They reviewed the First Amendment protections then discussed with partners, formulating questions as each commented. They watched a video from textbook of student immigrants and their experiences.
Organize and classify information to demonstrate their understanding of how the duties and responsibilities of citizenship differ (CE.3c, CE.3d, CE.1c). Organize and classify information to demonstrate my understanding of which duties/responsibilities are specific to citizens and which duties noncitizens share (CE.3c, CE.3d, CE.1c).	Students completed a chart of 14th Amendment Section I using textbook, which included deciphering duties from responsibilities.	After viewing a picture of a military officer as a warm up, students discussed it using the QDT worksheet and completed it within small groups. Positive, Negative, Interesting (PNI) Chart

<p>Explain cause and effect relationships of not fulfilling my civic duties and civic responsibilities (CE.3e, CE.1f).</p> <p>Apply civic virtue and democratic principles to make collaborative decisions to address community needs and serve the public good (CE.3e, CE.4f.g, CE.1i.g)</p>	<p>Students watched a Flocabulary video and Nearpod explaining the importance of fulfilling duties and the perils of the alternative.</p> <p>In pairs, students wrote paragraphs expressing opinions</p>	<p>Students responded to warmup on Mentimeter, explaining why the citizenry would choose to vote or not.</p> <p>Students went to uscis.gov to review site and view the Naturalization test to see how they would do if they or someone they know were required to take test.</p>
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8th Grade World Geography

Content	Sub-Saharan Africa; Southwest Asia & North Africa
Unit 5 - 7	Africa
Pre-assessment	Creative Comparisons Thinking Routine

Content	Product	Process
<p>Creative Comparisons Thinking Routine</p> <ul style="list-style-type: none"> Students look at a map showing which cities hold Africa's wealth. 	<p>Students write 3 ideas about the map, 2 questions, and 1 metaphor/simile</p>	<p>Students share their list with a partner and rewrite a new list together</p> <p>Gen Ed students receive sentence stems</p>
<p>See, Think, Wonder Thinking Routine</p> <ul style="list-style-type: none"> Students look at a map of trade routes between early African kingdoms in the 13th-15th centuries. 	<p>Students first write their thoughts in notebooks, then share out with the class. Teacher copies ideas on the board to show visible thinking</p>	<p>Gen Ed students receive sentence stems</p> <p>Gifted cluster is asked to write 2 thoughts, one about possible economic effects of the trade routes</p>

<p>DBQ Africa Before European Arrival</p> <ul style="list-style-type: none"> • Teacher shows instructional videos on Mansa Musa/Mali Empire and the Kingdom of Aksum • Teacher delivers mini-lesson on Ghana Empire • Students answer warm-up questions about a map showing the trans-Saharan trade 	<p>Students complete a source packet answering questions about the 10 sources</p> <p>Gen ed: Documents 2-5 analyzed as a whole class, 6-10 in groups</p> <p>Gifted cluster: Documents 2-4 as a whole class, 5-10 in groups</p> <p>Students write a short response to the prompt: Explain and evaluate the achievements of the Early African Empires</p>	<p>Teacher models analysis of document 1</p> <p>Teacher models evaluation of sources</p> <p>Students practice evaluating a source in an exit ticket</p> <p>Gen ed students receive sentence stems and a graphic organizer for essay</p> <p>Students asked to peer edit and revise essays</p>
<p>Nzinga Comic Strip Thinking Routine</p> <ul style="list-style-type: none"> • Teacher plays the movie trailer to a documentary about Queen Nzinga • Students read comic independently. Option to listen to an audio recording • Human read aloud offered to special education students 	<p>Students in a small group</p> <p>Students answer the routine questions in groups of 3-4 on chart paper</p> <p>Groups present their thinking to the class</p>	<p>Gen ed completed the routine "think, feel, care" using sentence stems that allow them to write as the characters of the comic strip (ex. "I think_____ is important")</p> <p>Gifted cluster completed the routine "parts, people, interactions"</p>

Africa Trade Business Pitch

- Pre-teaching: Students participate in a simulation of international trade where they represent a country, trade resources, and experience the effects of global events on the economy
- Pre-teaching: mini-lesson with guided notes (Cornell Notes for gifted cluster) about land use, resources, and trade
- Students watch sample business pitches

In groups of 3, students select a region of Africa to conduct trade with (acting a U.S. State Department officials)

Students complete a matrix highlighting the economy, government, and culture/society of 3 countries in the region

In the matrix, they select similarities across the region and details important to trade for the bottom row

Students can use visual aids and a notecard during a 2-3 minute pitch on why their region is the best trade partner

In their presentation, students must discuss the economy of the region, the government, and any information relevant to trade

They must include why the United States needs resources from these countries

They must include information about the region as a whole, moving beyond the 3 countries in the matrix

Students must dress professionally for the pitches

Gen ed students receive sentence starters to write on their notecards if they wish

Science

6th Grade Science

Content	
Unit 2	
Pre-assessment	

Content	Product	Process
<ul style="list-style-type: none">•		

7th Grade Science

Content	
Unit 2	
Pre-assessment	

Content	Product	Process
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8th Grade Science

Content	
Unit 1	
Pre-assessment	

Content	Product	Process

Mathematics

Math 6

Content	
Unit 1	
Pre-assessment	

Content	Product	Process

PreAlgebra 6

Content	
Unit 1	
Pre-assessment	

Content	Product	Process
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PreAlgebra 7

Content	
Unit 1	
Pre-assessment	

Content	Product	Process
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PreAlgebra 8

Content	
Unit 1	
Pre-assessment	

Content	Product	Process
<ul style="list-style-type: none">•		

Intensified Algebra

Content	
Unit 1	
Pre-assessment	

Content	Product	Process
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Intensified Geometry

Content	
Unit 1	
Pre-assessment	

Content	Product	Process
<ul style="list-style-type: none"> • 		

