



Annual Plans for AG Services for Math and Reading Courses (Grades 6-8)

Differentiation within the classroom and enrollment in advanced courses is the middle school AG service model. Teachers of AG students are required to hold their AIG licensure or, at a minimum, successfully complete the district-provided AG Professional Development courses for classroom teachers. Teachers who hold their AIG licensure or have met the district's minimum requirements have successfully completed coursework or passed a Praxis exam that documents their ability to differentiate learning for gifted and advanced students. For math and language arts, the district has provided minimum expectations for differentiation, which includes the expectation that assessment data is used to guide instructional practices. In addition to these minimum expectations, classroom teachers are required to summarize how they will differentiate the content (what students learn), the process (how students learn), and the product (how students show their understanding) in terms of providing opportunities for acceleration, extension, or enrichment.

Accelerated Mathematics:

The minimum expectation is that in our accelerated math courses, through independent practice, small group collaboration, or whole group discussion, all students will complete the "Are You Ready for More" section found in each lesson of the Open Up Resources unit. Assignment of these problems should not solely be done "in addition to" work assigned; but, when needed assigned as "instead of" practice for students who have already demonstrated mastery of easier tasks. In addition to this minimum course expectation, the ***Group Annual Plan for Differentiation*** includes suggested extensions, for each unit, that can be assigned to AG students demonstrating the need for differentiation beyond the level provided through their enrollment in the accelerated course. The Group Annual Plan for Differentiation are available at: <https://www.gcsnc.com/Page/5588>. On the back of this document, your child's teacher has summarized their personal plans for differentiation within their class.

Advanced English Language Arts (ELA):

Fall 2020, in collaboration with the AG Department the Literacy Department released revised unit pacing guides for all advanced ELA courses. These address how the curriculum resource, American Reading Company (ARC), should be differentiated to provide opportunities for students to increase intertextual analysis; increase writing with social cultural analysis; and increase exposure to complex texts.

Standard Coursework:

Each department of Teaching, Learning, and Professional Development provides standard units that include best practices for differentiation. To meet the needs of AG students enrolled in standard courses, classroom teachers should implement these suggested strategies.



Group Annual Plan for Differentiation: Supplemental Document

Below is a summary of specific differentiation that will be provided in the courses listed below.

Math Course: ACC Math/AIMM **Teacher:** Martin and LaLonde

This plan reflects common grade level practices for math: YES NO

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	Integration of 7 th grade units for ACC and 7 th and 8 th grade units for AIMM		
Process Differentiation:	Use of pre-assessments to determine readiness. Use of modified pacing guides compacting the curriculum.	Based on readiness, students have the opportunity for tiered assignments.	Use of enrichment activities to show math concepts in the real world, will include, but not limited to “What do Mathematicians Look Like”—biographies of today’s mathematicians leading to discussion of careers/applications in real world.
Product Differentiation:	Use of “Are you ready for more” from Open Up Resources to modified typical practice problems at the end of lessons	A variety of student choice throughout the year may include, but not limited to, choice boards to show mastery of skills.	

ELA Course: Adv ELA 6 **Teacher:** Rebecca Herron
Starlette Jacobs

This plan reflects common grade level practices for ELA: YES NO

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	Students will engage in higher Lexile-leveled texts.	Students will be introduced, instructed, and monitored to utilize a variety of digital resources.	Students will create and support connections between new vocabulary and both background knowledge and research Text is used to explore solutions to real-world dilemmas.
Process Differentiation:	Student-devised products	Choices based on self-monitoring (working with partner, group or independently based on need, learning style or preference)	Throughout the year, students will use specific study skills and vocabulary strategies to develop a higher-level vocabulary



<p>Product Differentiation:</p>	<p>Intertextual analysis</p> <p>Students will think and write reflectively to improve their understanding and self-correction.</p>	<p>Writing incorporates the use of citations and choice boards to allow student choice with knowledge demonstration.</p>	<p>Use of Socratic seminar</p>
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