



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: Accelerated Math 7

**Teacher: Danielle Hendren,
Tricia Shumaker**

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	Grade 7 Unit 2 workbook skipped (Taught in 6 th) Additional Grade 8 Topics addressed include: Functions, Linear Functions & Equations, Transformations, Exponent Rules & Scientific Notation, Angle Relationships with Transversals	Extension will address the additional 8 th grade topics learned in the course.	Enrichment will address the additional 8 th grade topics learned in the course.
Process Differentiation:	Students enrolled in this course are encouraged to make deeper connections to the information they are taught. Teachers use verbal and written higher order thinking questioning to reinforce a firm understanding of material. Students apply what they have learned in real-world summative activities.	Extension will address the additional 8 th grade topics learned in the course.	Enrichment will address the additional 8 th grade topics learned in the course.
Product Differentiation:	Students will use a variety of resources to learn the both the grade 7 topics and the grade 8 additional accelerated math topics. Resources chosen will help prepare students for taking Math 1 in 8 th grade. The teacher will choose assignments that build on the fundamental skills needed for the course.	Extension will address the additional 8 th grade topics learned in the course.	Enrichment will address the additional 8 th grade topics learned in the course.



ELA Course: Accelerated ELA

Teacher: S. Swanson, J. Lewis

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	<p>Provide more challenging reading materials (American Reading Company Selections)</p> <p>Focus on the overall trends, patterns and themes rather than small details and facts</p> <p>Use topics of interest to the student, relevant to how the world works, complex and worthwhile</p>	<p>Independent Study</p> <p>Incorporate student interest to offer additional enrichment activities and/or independent projects</p>	<p>Enrichment activities that account for student choice. Each option for enrichment will revolve around a similar learning goal.</p>
Process Differentiation:	<p>Allow for flexible groupings of students: individual, pairs, small groups</p> <p>Encourage creativity and reward risk-taking</p> <p>Provide opportunities for divergent (many answers) and convergent (best answer) thinking</p> <p>Explicitly teach skills needed to learn independently (research, organization, etc.)</p>	<p>Specialized Grading Criteria</p> <p>Utilize a variety of strategies which provide rigor, depth, complexity, sophistication, and abstractness</p>	<p>The method by which students arrive at the targeted learning objective can be vastly different depending on their interests or selections.</p>



<p>Product Differentiation:</p>	<p>Allow a variety of acceptable products (using Multiple Intelligences, for example)</p> <p>Offer leveled projects (For an A..., For a B..., etc.)</p> <p>Assign tasks that are authentic and for a real audience</p> <p>Match the product to the outcomes being met</p>	<p>Choice Boards</p> <p>Extension Activities</p>	<p>Enrichment will connect to prior knowledge and/or account for cross-curricular connections.</p> <p>The products are done either by themselves or with a partner or small group.</p> <p>The products are hands-on and bring in some real-world lessons.</p> <p>The products can use students' prior knowledge as a baseline, and the project will push the student deeper into the topic.</p>
---------------------------------	---	--	---