

## ***Academically Gifted – Very Strong (VS) Program Overview Grades 4-8***

Increased AG services are offered for students in grades 4-8 who show evidence of extremely high aptitude coupled with extremely high achievement and whose academic needs may require placement in a full-time program. Guilford County Schools (GCS) provides this full-time program option in a separate setting at The Academy at Lincoln. Students are assigned to teachers who provide daily differentiated/accelerated instruction in the four core curriculum areas. Teachers who instruct each core curricular class will be highly qualified and licensed in their discipline and also licensed in gifted education.

### **Mission**

It is the mission of the VS program to engage our district's highly gifted students in an environment that meets their unique academic and intellectual needs while cultivating healthy social and emotional attributes. We do this using multiple developmental pathways and an instructional design that enriches and extends the state adopted curriculum to stimulate the mind, curiosity, and conscience.

### **Environment**

- Separate setting with intellectual peer group, creating an environment where it is accepted to be “smart”
- Service provided in ALL core subjects: reading, math, science, & social studies
- Greater depth and complexity than general classroom can provide
- Accelerated curriculum, as appropriate, with minimal remediation
- Interdisciplinary instruction
- High level thinking processes
- Rich vocabulary
- Sophisticated discourse
- Writing intensive
- Strong focus on research skills
- Emphasis on personal responsibility and organization

### **Standard Coursework**

Throughout all content areas of the VS program, students explore the elements and techniques that are employed in great writing through an interconnected and interdisciplinary approach. By studying universal themes and patterns that exist in great writing, students develop their own potential as strong writers, insightful readers, and compassionate individuals.

Grade: 4

**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:** 4<sup>th</sup> Grade

**Teacher:** Ms. Geise

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

|                          | Acceleration:   | Extension:   | Enrichment:  |
|--------------------------|---|--|--|
| Content Differentiation: | Students begin 5 <sup>th</sup> grade curriculum once they complete 4 <sup>th</sup> grade curriculum.  | Students use “Advanced Curriculum from the Center for Gifted Education at William & Mary” to extend learning.  | Opportunity to participate in extracurricular math teams and clubs is offered.   |
| Process Differentiation: | Pre-Assessment is used to determine student readiness. Compacting of assignments provided to students mastering concepts at the 90 <sup>th</sup> % or higher. | Students meet in small enrichment groups according to their abilities.   | Throughout the year, use of Nearpod Virtual Reality Modules and Virtual Fieldtrips for application of math concepts to real world application. |
| Product Differentiation: | For students demonstrating high mastery, Khan Academy modules are assigned in lieu of standard work assignment for class.                                     | Throughout the year, use of Choice Boards allowing student choice in how they demonstrate their understanding; | STEM field exploration<br><br>Grade level ‘economy’ system that gives real world application of math concepts & integration w/ other subjects. |

Grade: 5

**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:** 5<sup>th</sup> Grade

**Teacher:** Ms. Geise

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

|                          | Acceleration:   | Extension:   | Enrichment:  |
|--------------------------|---|--|--|
| Content Differentiation: | Students begin 6 <sup>th</sup> grade curriculum once they complete 5 <sup>th</sup> grade curriculum.  | Students use “Advanced Curriculum from the Center for Gifted Education at William & Mary” to extend learning.          | Opportunity to participate in extracurricular math teams and clubs is offered.   |
| Process Differentiation: | Pre-Assessment is used to determine student readiness. Compacting of assignments provided to students mastering concepts at the 90 <sup>th</sup> % or higher. | Students meet in small enrichment groups according to their abilities.   | Throughout the year, use of Nearpod Virtual Reality Modules and Virtual Fieldtrips for application of math concepts to real world application. |
| Product Differentiation: | For students demonstrating high mastery, Khan Academy modules are assigned in lieu of standard work assignment for class.                                     | Throughout the year, use of Choice Boards allowing student choice in how they demonstrate their understanding;<br>PBL; | STEM field exploration<br><br>Grade level ‘economy’ system that gives real world application of math concepts & integration w/ other subjects. |