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 how have already demonstrated master 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: _____ **Teacher:** _____

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:			
Process Differentiation:			
Product Differentiation:			

ELA Course: 7th VS ELA **Teacher:** E. Callicutt

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	Students read both print and non-print texts of advanced Lexile levels, which include both middle and high school anchor texts. Texts recommendations are selected by referencing district purchased units from the College of William and Mary. A mixture of whole class, small group and individual readings are implemented.	Texts are supplemented with additional reading supports and resources to deepen students' understanding at the thematic and conceptual level. Students are encouraged to bridge their knowledge of past and current world events to make connections to text and build greater collaborative and individuals insights (generalizations) regarding themselves and the world.	Students are encouraged to pursue and research related topics and texts related to current units of study under the guidance of the teacher. Opportunities to share new knowledge are offered as well as alternatives options for content as available.
Process Differentiation:	Students are provided with multiple access points to texts and encouraged to view texts and writing assignments	Use of choice boards and multiple intelligence options are supplied to students to demonstrate mastery of specific	Students are given opportunities to self-assess their own reading by the creation of assessment tools for

	from varying, rigorous levels. For example, in lieu of reading comprehension questions, students may trace a theme in a text, focusing on the interaction of the character(s) role in forming the theme.	standards for ELA. Upon submission of rough drafts of papers, students can request focused feedback on topics, skills, or style choices of their selection.	personal or class use. Alterative themes of varying degrees, writing assignments and plans that meet the skills and interests of students are also invited and supported. For example, during research, students can pursue research questions and topics related to the current study with teacher approval.
Product Differentiation:	Students are administered pre-assessments to determine mastery levels. When possible, various short answer and essay prompts are given for student selection and choice.	Students are encouraged to seek exemplars of projects and products related to current topics of study to review, rate and identify connections.	Various options supplied and offered for students to demonstrate mastery. Students are encouraged to vary their product submission to better polish skills necessary for success in all content areas. Presentations, papers, tests, tangible products are used in combination with traditional methods of assessment.