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: **Accelerated Math 7**   **Teacher:**   **Fisher**

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	Integration of 8thGrade Standards in Units 1 – 8.		Connecting grade level math content to real world situations using the Open Up resources
Process Differentiation:	Pre-Assessment is used to determine student readiness. Compacting of assignments provided to students mastering concepts at the 90th% or higher.		
Product Differentiation:	For students demonstrating high mastery, "Are You Ready" questions are for 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;	Projects will be assigned for students to demonstrate mastery of concepts.

ELA Course: **Teacher:**

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

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