



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 as "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 is 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.

Grade: 6



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: AIMM

Teacher: Jones, Thomas

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	*Students will accelerate through the Grade 6 Open Up curriculum and receive some instruction from Math 7 and Math 8 curricula	*Students will complete “Are You Ready for More” and additional activities either in small groups or independently	*Students will complete “Are You Ready for More” and additional activities either in small groups or independently
Process Differentiation:	*Students may accelerate through the curriculum with more independence	*Students will work in small groups with their peers with/without direct teacher supervision	*Students will work in small groups with their peers with/without direct teacher supervision
Product Differentiation:	*Students may produce different representations of their work to demonstrate more abstract understanding of the content	*Students may find additional resources to use as they explore content with greater levels of real-world application	*Students may find additional resources to use as they explore content with greater levels of real-world application

ELA Course: Advanced ELA 6

Teacher: Archer, Brownlee, Hanlon

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

	Acceleration:	Extension:	Enrichment:
Content Differentiation:	*Students will read a wide variety of complex print and non-print texts within their independent reading level as determined by the IRLA assessment tool *Student/teacher conferences to address Power Goals	*Students will demonstrate mastery of Individualized Power Goals with standards-based activities	*Cross-curricular content enrichment for ARC content focus
Process Differentiation:	*Within the Balanced Literacy framework, teachers will conference with students to address Power Goals based on their individual needs	Various platforms used for text variety and standards-based activities for mastery (i.e., CommonLit, Newsela)	Various platforms used for text variety and standards-based activities for mastery (i.e., CommonLit, Newsela)
Product Differentiation:	*Students will produce a variety of writing products including a non-fiction narrative and an argument essay on an issue *Students will use advanced graphic organizers to demonstrate comprehension	Student choice-based products for each ARC content area	Student choice-based products for each ARC content area