



Leaders in Learning

Overview of Services in Math and English Language Arts for Enriched and Accelerated Learning (Grades 4-8)

District 127.5 embraces the reality that all students are unique learners and deserve opportunities to be successful. Students should be challenged with such opportunities and achievement and growth should be continuously monitored. The District embraces the Common Core for both content areas and strives to enrich and accelerate students when appropriate. In order to be considered for enrichment or acceleration, students must demonstrate knowledge past grade level expectations as measured by NWEA MAP (Reading and Math) and Partnership for Assessment of Readiness for College and Careers.

The District embraces the work of James H. Borland and strives to provide *Gifted Education without Gifted Children (2005)*. In simple terms, the field of education is divided on what the true definition of gifted is and how giftedness can be measured. Since determining giftedness is a challenge that may impede learning, the District opts not to debate what it means to be a gifted math and/or reading student. Rather, the District provides enriched and accelerated learning opportunities in math and reading for those that meet the established criteria and does not feel a gifted label is necessary to provide such opportunities.

There may be students well beyond grade level expectations (two years or more) as measured by NWEA MAP, PARCC, classroom achievements, and other assessments. These students may require a special plan referred to as a *Personalized Learning Plan (PLP)*. Through the RtI Process, a PLP may be written if the grade level team and parents/guardians feel it is necessary to ensure success. The RtI process and all PLPs will be written and administered by the building principal and/or Director of Pupil Personnel Services.

Overview of Math and English Language Arts at the Junior High Level (Grades 6-8)

Math Overview

At each grade level, there will be two math paths. Grade Level Math is a double period path that most students are placed in as it meets the needs of those learners who are near grade level. Accelerated Math is the path for a small group of learners who are beyond grade level and will complete Algebra I in 8th Grade. In order to be considered for this path, students must meet the following guidelines:

- Score in the 75th percentile or higher on NWEA MAP Math
- Score proficient or higher on PARCC
- Receive a recommendation from their previous math teacher

Please note, the Common Core calls for students to complete the grade level path as Algebra I for all in 8th Grade is not appropriate.

Grade Level Path

6th Grade Common Core:

This course covers the 6th Grade Common Core Math Standards. Students will be provided with a solid foundation in ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability, as outlined in the 6th Grade Common Core State Standards. Teachers will use the *Glencoe Math* book as one resource to guide instruction.

7th Grade Common Core:

This course covers the 7th Grade Common Core Math Standards and builds on the 6th Grade coursework. Students will build on the foundational skills of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability, as outlined in the 7th Grade Common Core State Standards. Teachers will use the *Glencoe Math* book as one resource to guide instruction.

8th Grade Common Core:

This is a pre-algebra course that covers the 8th Grade Common Core Math Standards. This course will continue to build on the foundational skills of the number system, expressions and equations, functions, geometry, and statistics and probability, as outlined in the 8th Grade Common Core State Standards. Teachers will use the *Glencoe Math* book as one resource to guide instruction.

Accelerated/Honors Path

6th Grade Honors Math:

The 6th grade accelerated math curriculum will start with the second half of the sixth grade math curriculum and end with the first part of the seventh grade curriculum. By accelerating through the sixth grade curriculum and introducing the seventh grade curriculum at the sixth grade level, students will have a better understanding of the standards, and this will allow them to be on the path to Algebra I in the eighth grade. Teachers will use the *Glencoe Math* book as one resource to guide instruction.

7th Grade Honors Pre-Algebra:

This course covers both the 7th and 8th grade Common Core Standards to continue students on the pathway to Algebra I. Students will cover units in Rational Numbers and Exponents, Proportionality and Linear Relationships, Introduction to Sampling and Inference, and Creating, Comparing, and Analyzing Geometric Figures. Teachers will use the *Glencoe Math Accelerated* book as one resource to guide instruction.

8th Grade Algebra I Honors:

The algebra course in 8th grade is designed to be equivalent to an Algebra I course in high school. Students enrolled in this course will complete a rigorous and fast-paced curriculum to help students prepare for the algebra proficiency exam at Richards High School. Students will cover both 8th grade Common Core Standards as well as the high school standards in algebra, number and quantity, and functions. The units covered in algebra are: Relationships between Quantities, Linear Relationships, Exponential and Quadratic Relationships, and Advanced Functions and Equations. Teachers will use the *Glencoe Algebra* book as one resource to guide instruction.

English Language Arts Overview

District 127.5 embraces the workshop model for reading and writing. The workshop model allows for differentiation of instruction and therefore students are able to read and write at their appropriate level.

English Language Arts (ELA)

This course challenges students to read fluently and understand a broad range of written materials. Students are required to communicate well, listen carefully, and effectively participate in a variety of learning settings. This course will develop a command of language and compel students to demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. This course takes a balanced literacy approach and follows a writing and reading workshop model. Differentiation of instruction will be used to meet the instructional needs of students.

Students who require intensive differentiation via Response to Intervention (RtI) will receive additional assistance. Additional assistance can come in many forms and take place inside and outside of the classroom.

Overview of Math and English Language Arts at the Elementary Level (Grades 4 and 5)

Math Overview

Elementary Math is designed to follow the Common Core and embraces the 8 Mathematical Practices. In accordance with the Common Core, the District does not accelerate students through grade level math at the elementary level. However, students who require more differentiation in Grades 4 and 5 may be placed in a grade level class/group that moves at a quicker pace and goes deeper with key concepts. In order to be considered for a quicker pace, students must meet the following guidelines:

- Score in the 75th percentile or higher on NWEA MAP Math
- Score proficient or higher on PARCC
- Receive a recommendation from their previous math teacher

English Language Arts Overview

English Language Arts at the elementary challenges students to read fluently and understand a broad range of written materials. Students are required to communicate well, listen carefully, and effectively participate in a variety of learning settings. This course will develop a command of language and compel students to demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. This course takes a balanced literacy approach and follows a writing and reading workshop model. Differentiation of instruction will be used to meet the instructional needs of students.

Students who require intensive differentiation via Response to Intervention (RtI) will receive additional assistance. Additional assistance can come in many forms and take place inside and outside of the classroom.