

## Advanced Math 4-6 v. Math 4-6

### What's the difference?

#### Advanced Math 4-6

#### Math 4-6

#### Student Selection Criteria

Enrolled students must meet identified selection criteria to participate – see *2018-19 Academic Offerings for Gifted and/or Advanced Learners at CFIS* for more details. Points are accrued in a variety of ways, including Gifted ID in Math, Gifted ID in Superior Cognitive Ability, performance on Readiness Tests, and/or STAR or MAP Math qualifying percentile scores. Data is compiled each year to identify additional students who may show readiness to move into more rigorous coursework via completion of Summer Bridging.

All students not enrolled in Advanced Math are enrolled in Math 4-6. Students may be **clustered by their ability via flexible grouping**, etc. within heterogeneously grouped classes. Student data continues to be monitored throughout each school year to ensure all students are appropriately challenged. **This placement is grade/age-level appropriate AND can allow students to reach all math offerings at CFHS. Students in Math 6 may meet eligibility to enroll in Advanced Math Application 7 in 7<sup>th</sup> grade at CFMS.**

#### Standards Integration

Integrates grade level **and above-grade level** standards. Advanced Math 4 includes all of 4<sup>th</sup> grade Math and the first part of 5<sup>th</sup> grade Math; Advanced Math 5 includes the remainder of 5<sup>th</sup> grade Math and all of 6<sup>th</sup> grade Math; Advanced Math Applications 6 includes 7<sup>th</sup> and 8<sup>th</sup> grade Math. Courses **assume mastery** of standards within previous grades.

Integrates **grade level** standards, with opportunities to extend learning above-grade level **AND** to address below-grade level standards, as needed.

#### Social & Emotional Needs

Incorporates enrichment and collaborative work designed to challenge gifted/advanced students and promote perseverance in problem-solving, while affectively addressing the **social/emotional needs of gifted students**. Activities make connections to other grade level and above-grade level content areas.

Incorporates access to enrichment and collaborative work designed to promote problem-solving, as appropriate. Activities reflect social/emotional needs of grade level learners and make connections to other grade level learning within other content areas.

#### Pace & Content

Curriculum moves at a **rigorous pace**, allows for **in-depth discussion** and analysis of **problems**, and provides a **wider breadth** of material. Progress-monitoring check points are expected to be met throughout the course for continuation in program. Completion of 3-year program prepares students to enter HS credit coursework in 7<sup>th</sup> grade (Algebra I).

Curriculum moves at a pace which accommodates varying needs of students within the class. Progress-monitoring is used to determine readiness for enrichment and/or need for intervention within and outside of class to ensure readiness for the next grade level of Math. Progress-monitoring is also used to identify student readiness for more rigorous coursework. Completion of these courses prepares students to enter HS credit coursework either in 8<sup>th</sup> or 9<sup>th</sup> grade (Algebra I).

#### Curriculum Design

Curriculum designed in collaboration with Math teachers and the Director of Curriculum/Gifted Coordinator to incorporate higher-level thinking skills, creative thinking, and **gifted education pedagogy**.

Curriculum designed by Math teachers and Director of Curriculum/Gifted Coordinator to ensure students are engaged in higher level thinking skills and creative thinking opportunities while ensuring the demands of the grade level standards are met.

#### Teacher Training / Preparation

Taught by teachers who receive **ongoing training in meeting the needs of high-ability and/or gifted students**.

Taught by teachers who receive training **in differentiating to provide intervention and enrichment** to high-ability and/or gifted students, as needed.