

Advanced Academic Programs (AAP)

Orientation for Full-Time Services

Union Mill Elementary School

Scott Hawk- Principal

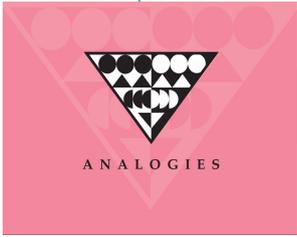
Melissa Paris-Hutchens- AART



Outcomes

In this meeting we will:

- Share an overview of Full-Time AAP Services
- Share our local school AAP grouping plans
- Share some examples of student work with AAP curriculum
- Share about our school's after school/before school opportunities
- Share information from our PTA



Share with a neighbor:

How is making a decision or choice like:

- ~ a game of chess
- ~ taking care of a garden
- ~ composing music
- ~balancing scales
- ~ something else

“Making a choice is like chewing bubble gum, because it might start out hard, but gets easier with practice.”

Fairfax County Schools (FCPS) Beliefs

- All students deserve an excellent education.
- Students learn best when educators, families, and students work together.
- High expectations lead to high performance.
- All students need opportunities to use strengths and pursue interests.

AAP Continuum of Services

AAP offers a continuum of services to challenge and engage all students K-12. Our goals are:

- Provide deeper learning and talent development opportunities to all students
- Identify and build upon student strengths and abilities
- Provide multiple entry points to meet diverse student needs through the continuum of services

We believe talent can be nurtured and developed in all students. AAP services for a student may change over time.

Advanced Academic Programs Overview

Young Scholars Model - K-12

Elementary School	Middle School	High School
Access to Rigor - K-6	IB Middle Years Program – Grades 6 -10 (select schools)	
Subject Specific AAP - K-6	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time AAP - Grades 3-6		
Full-Time AAP - Grades 3-8		

Full-Time AAP Services

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all four content areas and access to a peer group with similar academic needs.

Students eligible for Full-Time AAP services receive:

- Advanced Language Arts, mathematics, science, and social studies curriculum, and
- Curriculum that is differentiated through acceleration, depth, and complexity of content.

Full-Time AAP Services

Students receiving Full-Time AAP Services are in a classroom that:

- Will adjust pace, intensity of depth and complexity, and inquiry-based approaches daily,
- Stimulates creativity and problem solving,
- Encourages academic risk-taking and productive struggle for continuous intellectual growth,
- Nurtures the unique social-emotional needs of advanced learners, and
- Provides opportunities for reflection and self-assessment.

Full-Time Center & Local Full-Time Comparison

Center Programs

Students are grouped primarily with students who have been found eligible for full-time services through the central screening process

Students from multiple feeder schools leave base schools to attend a center site

AAP curriculum is used full-time in all four content areas for students identified for full-time AAP

Classroom teachers have or are working towards AAP endorsement

Schools receive continuous professional learning

Local Programs

Schools use cluster grouping models to ensure an academic peer group for students identified for full-time AAP services

Additional students are grouped in the class

Curriculum access is expanded to more students with scaffolding for support

Serves only students from neighborhood school / students do not need to leave their base school

Local Full-Time AAP Overview

Students eligible for Full-Time AAP Services may stay at their local school and receive full-time services.

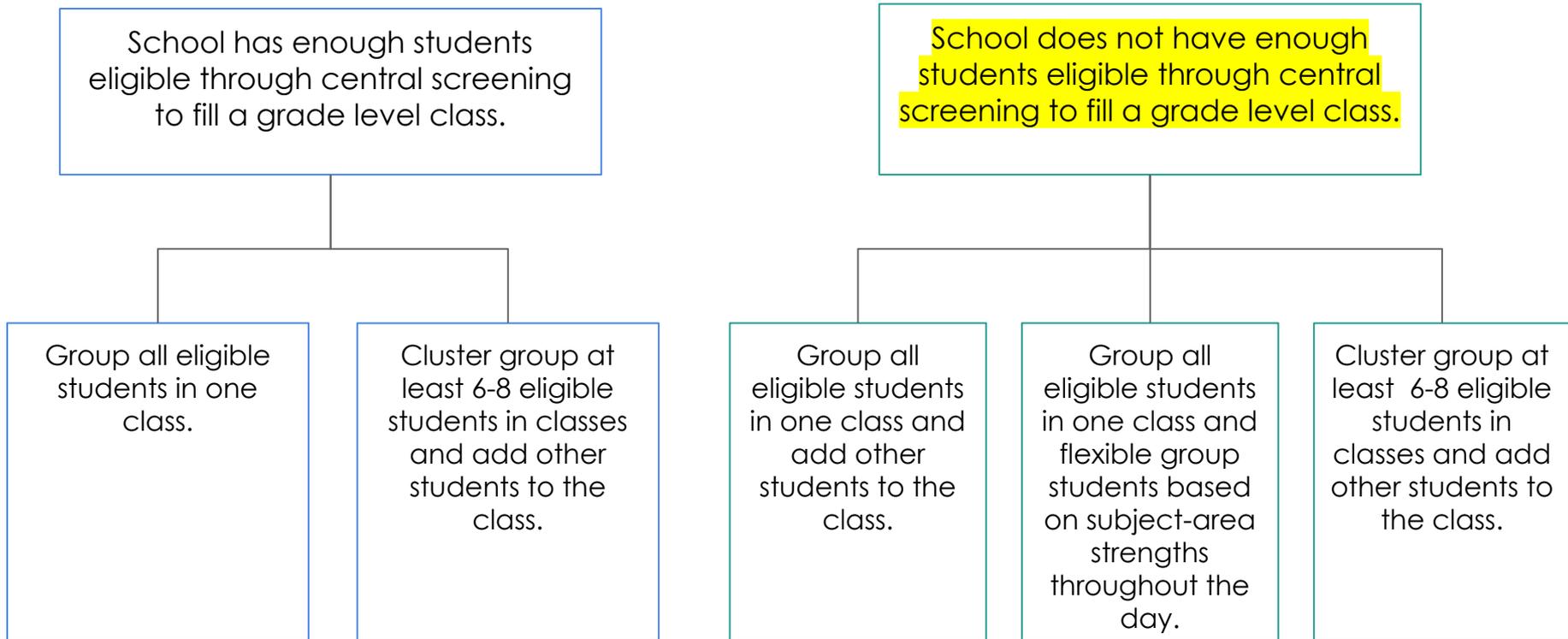
Local Full-Time AAP has the same:

- Curriculum and resources,
- Learning objectives, and
- Teacher qualifications.

Local Full-Time AAP may:

- Use flexible and cluster grouping.

Local Full-Time AAP Grouping Models



At Union Mill, we plan to cluster eligible students together in one full-time class. We will purposefully group students to compliment their strengths and needs in core curricular areas, potentially supplementing the remaining classroom composition with students eligible for subject-specific advanced differentiation and/or part time services utilizing a flexible schedule.

What a day in 3rd grade might look like:

8:50-9:10	Morning Meeting
9:10-9:50	Science or Social Studies Content
9:50-10:20	Bear Block
10:20-11:25	Math
11:25-12	Writing

12:00-1:05	Lunch & Recess
1:05-1:40	Language Arts- Word Study & Whole Group
1:40-2:25	Language Arts- Small group instruction
2:25-3:25	Specials

Systems

What ideas and words come to mind when you hear the word **systems**?

Think about a fish tank. How could this be a system?



Systems

What are some parts or elements of the fish tank?



What are some interactions of the fish tank?

What are some inputs in the fish tank?

What are some boundaries of the fish tank?

What are some outputs of the fish tank?

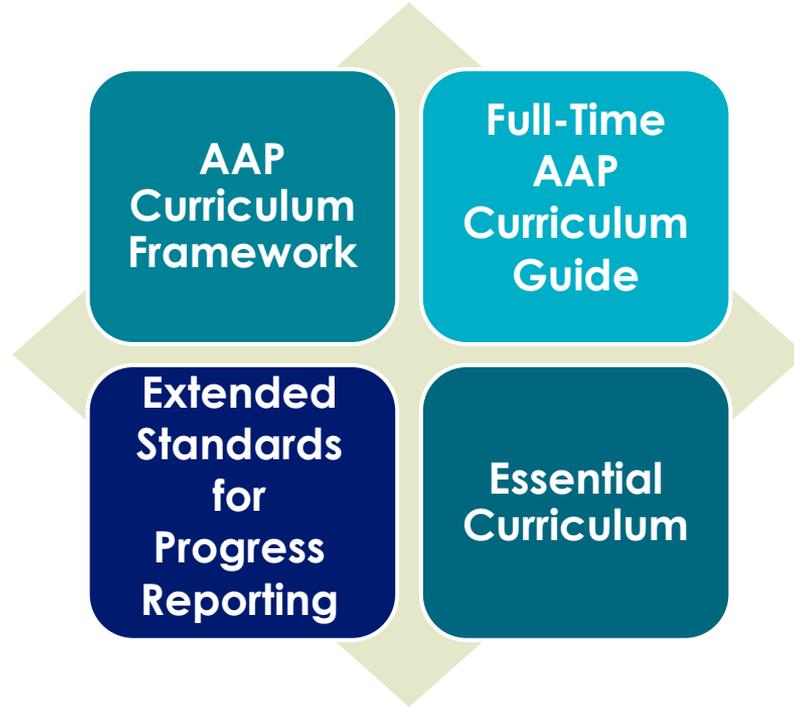
Why Local Full-Time AAP?

**Supports a continuum
of advanced
academic services at
the local school**

**Students may choose
to stay at their base
school and receive
the appropriate level
of challenge**

**Increased access to
AAP curriculum for
students who are
ready for advanced
work**

Full-Time AAP Services: Connecting it all Together



Curriculum

AAP curriculum is used for all services on the AAP continuum

- Units that center around macro concepts such as *change, systems, or interdependence*
- Units that incorporate increased levels of independence and complexity with Problem-Based Learning
- Units that ask students to work as experts in the field
- Opportunities for problem solving, including competitions

Full-Time AAP Services includes resources being used on a full-time basis in the for core content areas.

Curriculum Frameworks

AAP Curriculum and Resources to Support the Differentiated Framework Grade 3
[Overview](#) | [Mathematics](#) | [Social Studies](#) | [Language Arts](#) | [Science](#)

Mathematics

Essential Resources

[Advanced Mathematics Planning and Pacing Yearly Overview Grade 3](#)

- R01665A

[Building a Mathematics Community](#)

- R016690

[Project M3: Mentoring Mathematical Minds](#)

- Unraveling the Mystery of the MoLi Stone: Place Value and Numeration
 - Teacher Guide (978-1-4652-8075-6)
 - Student Journal (978-1-4652-6197-7)
- Awesome Algebra: Looking for Patterns and Generalizations
 - Teacher Guide (978-1-4652-8076-3)
 - Student Journal (978-1-4652-6201-1)
- Digging for Data: Collecting, Displaying and Analyzing Data
 - Teacher Guide (978-1-4652-8082-4)
 - Student Journal (978-1-4652-6209-7)
- How Big is Big: Understanding and Using Large Numbers
 - Teacher Guide (978-1-4652-8078-7)
 - Student Journal (978-1-4652-6232-5)
- In Search of the Yeti: Measuring Up, Down and All Around
**All schools have at least one copy of this resource.*
 - Teacher Guide (978-1-4652-8090-9)
 - Student Journal (978-1-4652-7037-5)

[Critical and Creative Thinking Lessons](#)

- R01837F

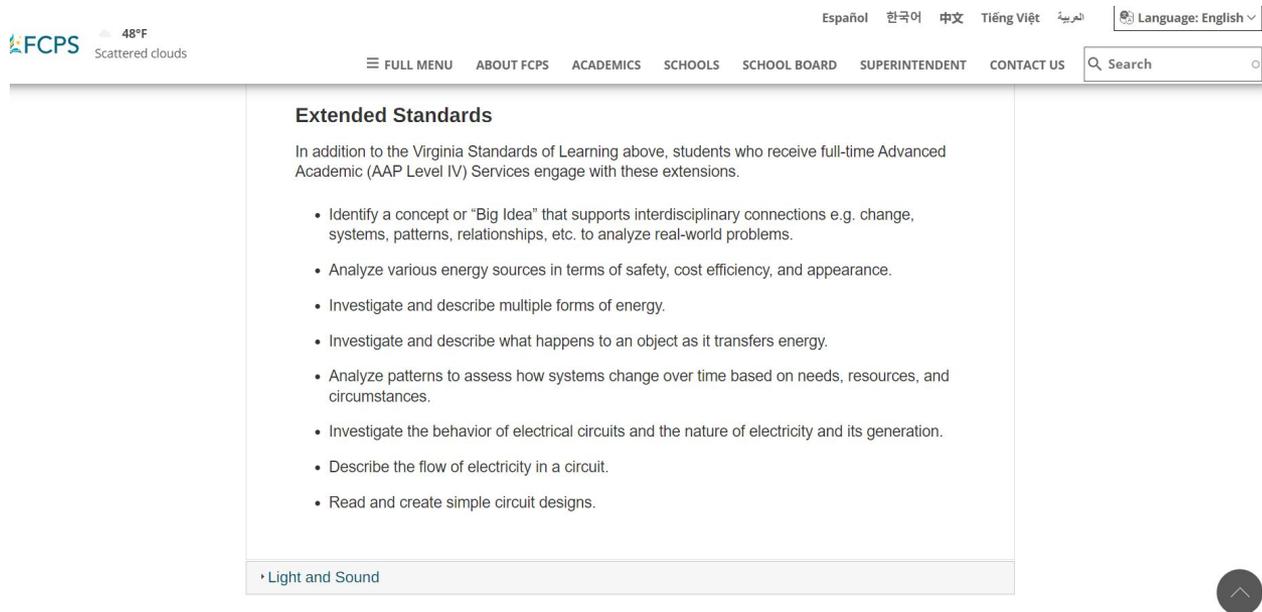
Research-Based Curriculum for
Advanced Learners

Professional Development Provided
to Teachers

Four Core Content Areas:

- Math
- Language Arts
- Social Studies
- Science

Extensions of the Core Curriculum - Progress Report Alignments



The screenshot shows the Fairfax County Public Schools (FCPS) website. At the top left, the FCPS logo is displayed next to the weather: 48°F and Scattered clouds. On the right, there are language selection options: Español, 한국어, 中文, Tiếng Việt, العربية, and Language: English. Below the navigation bar, the 'Extended Standards' section is highlighted. It contains a paragraph and a bulleted list of standards.

Extended Standards

In addition to the Virginia Standards of Learning above, students who receive full-time Advanced Academic (AAP Level IV) Services engage with these extensions.

- Identify a concept or “Big Idea” that supports interdisciplinary connections e.g. change, systems, patterns, relationships, etc. to analyze real-world problems.
- Analyze various energy sources in terms of safety, cost efficiency, and appearance.
- Investigate and describe multiple forms of energy.
- Investigate and describe what happens to an object as it transfers energy.
- Analyze patterns to assess how systems change over time based on needs, resources, and circumstances.
- Investigate the behavior of electrical circuits and the nature of electricity and its generation.
- Describe the flow of electricity in a circuit.
- Read and create simple circuit designs.

• Light and Sound

Extensions of the Core Curriculum - Progress Report Alignments

3rd Grade POS

Explain how contributions of Ancient Greece/Rome influence the present

AAP 3rd Grade Extensions

- Apply abstract concepts such as systems, cause and effect, and how things change over time to understand the impact of the past on the present
 - Apply skills of historical analysis and historical interpretation to primary and secondary sources of information
-

Extensions of the Core Curriculum - Progress Report Alignments

Go to www.fcps.edu, search “progress report.”

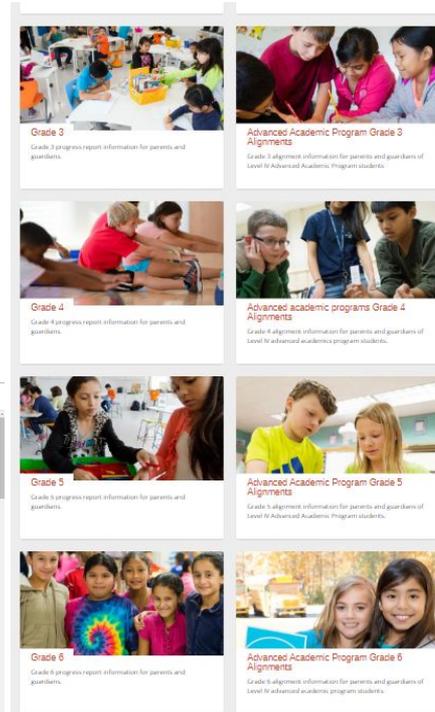
Search FCPS

progress report

Search
Cancel



The screenshot shows the website's navigation menu with options like 'FULL MENU', 'ABOUT FCPS', 'SCHOOLS', 'ACADEMICS', 'CALENDAR', 'CONTACT US', and 'SCHOOL BOARD'. The breadcrumb trail reads: 'Fairfax County Public Schools > Academics > Grading and Reporting > Elementary School > Elementary Progress Report Grade Level Information'. The main content area features a large image of three students working on a robot and a dark blue box with the text 'Elementary Progress Report: Grade Level Information'.



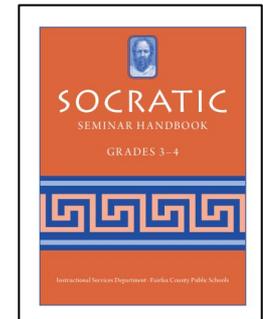
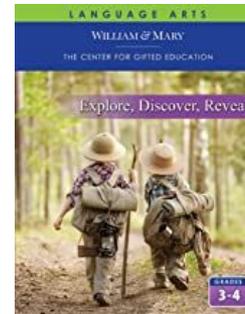
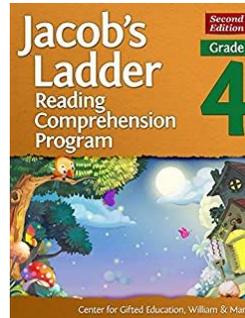
The grid contains 10 thumbnails, each with a photo of students and text describing the alignment information for a specific grade level:

- Grade 3**: Grade 3 progress report information for parents and guardians.
- Advanced Academic Program Grade 3 Alignments**: Grade 3 alignment information for parents and guardians of level II advanced academic program students.
- Grade 4**: Grade 4 progress report information for parents and guardians.
- Advanced Academic Program Grade 4 Alignments**: Grade 4 alignment information for parents and guardians of level II advanced academic program students.
- Grade 5**: Grade 5 progress report information for parents and guardians.
- Advanced Academic Program Grade 5 Alignments**: Grade 5 alignment information for parents and guardians of level II advanced academic program students.
- Grade 6**: Grade 6 progress report information for parents and guardians.
- Advanced Academic Program Grade 6 Alignments**: Grade 6 alignment information for parents and guardians of level II advanced academic program students.

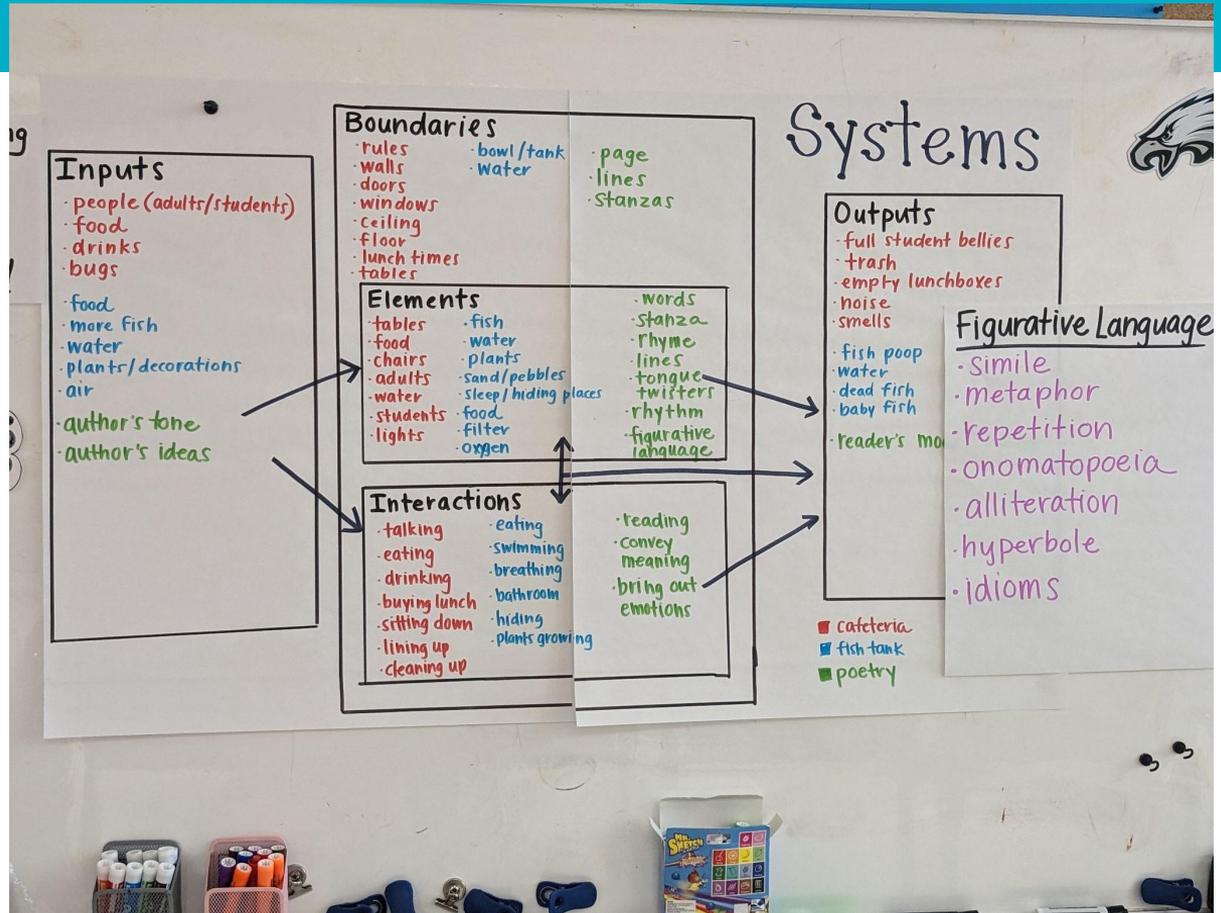
Language Arts - Essential Curriculum

- William & Mary
- Reading Above
- Michael Clay Thompson
- Socratic Seminar
- Jacob's Ladder
- Great Debate

Character	Character	Character
<p>Think of two questions you have about the main character. Do you think the questions will be answered as you continue with the story? Why or why not?</p> <p>Describe the main character of the book in five or fewer words. Avoid using title words (nice, good, bad, mean, etc.).</p> <p>Tell about a decision or choice made by a character. Do you think the character made a good choice? Why or why not?</p> <p>Tell about a character's action that surprised you. Why was the action a surprise? What did it show about the character?</p> <p><small>From 4th-5th Grade/4th-5th Grade/4th-5th Grade</small></p> <p>C-1</p>	<p>Who is the antagonist in the story? What clues from the text help you to know this?</p> <p>Imagine you are one of the characters during an important moment in the book. How do you think you would feel about what is happening? Why?</p> <p>If you could give the main character a gift, what would you give him or her? What details from the book helped you to decide what you might give?</p> <p>What is a question that one of the characters seems to be struggling with in the story? How does this character try to find answers?</p> <p><small>From 4th-5th Grade/4th-5th Grade/4th-5th Grade</small></p> <p>C-2</p>	<p>If you could choose to become one of the characters, whom would you choose? Why?</p> <p>How would the book be different if told from another character's point of view?</p> <p>Compare and contrast the protagonist in this story with a character in another book.</p> <p>Create a new problem for the main character that is similar to a problem you once faced. Do you think the main character would respond to the problem the same way you did? Why or why not?</p> <p><small>From 4th-5th Grade/4th-5th Grade/4th-5th Grade</small></p> <p>C-3</p>

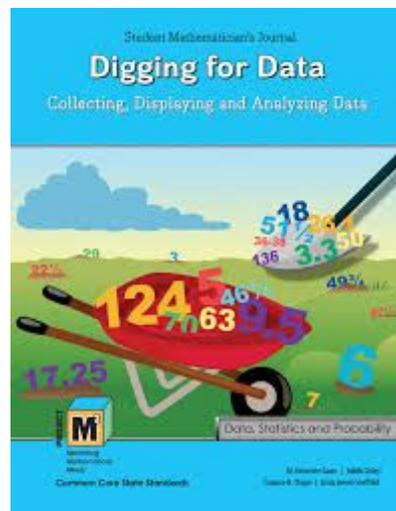
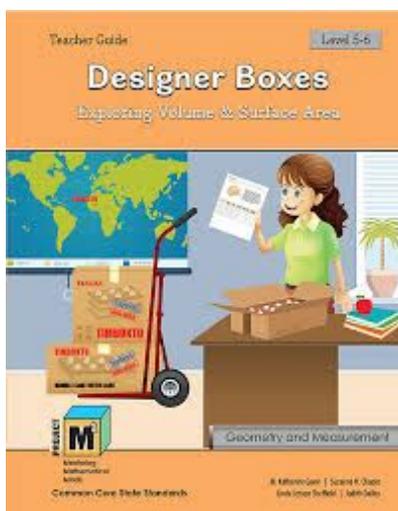
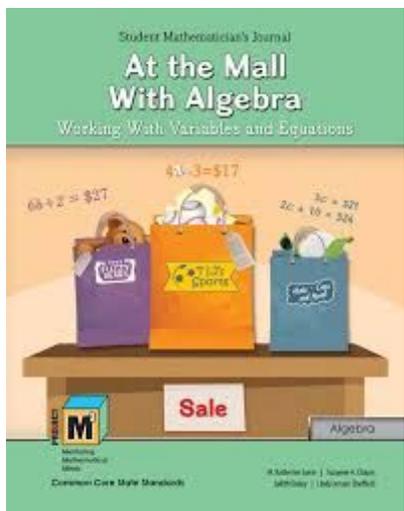


Language Arts

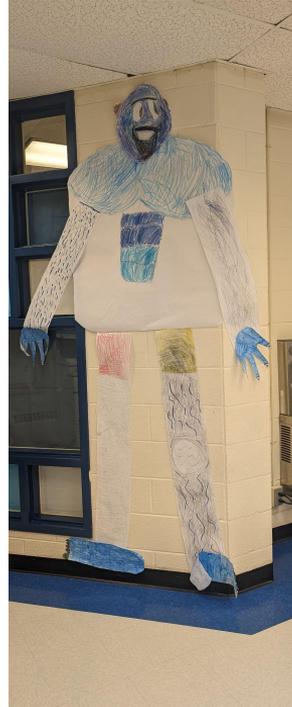
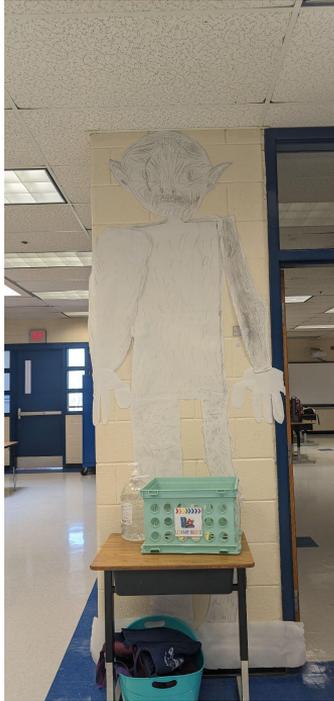


Mathematics - Essential Curriculum

Project M³: Mentoring Mathematical Minds; Grades 3-6

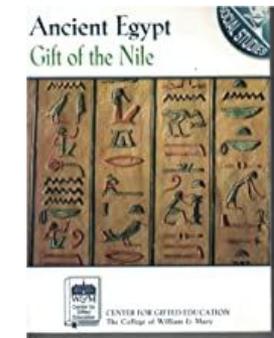
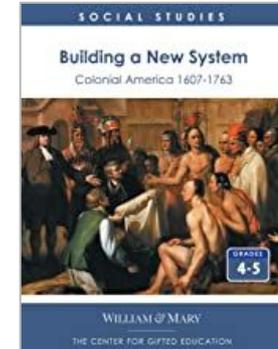
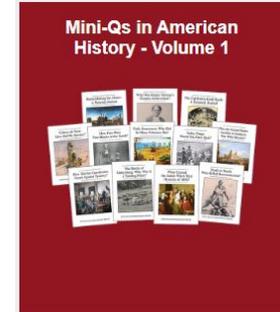
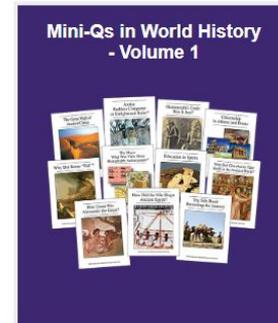


Mathematics



Social Studies - Essential Curriculum

- Document Based Questioning (DBQ)
- William & Mary Social Studies Units

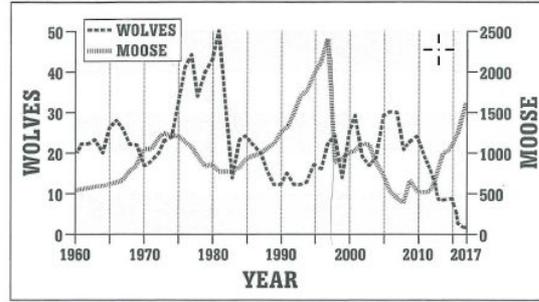


Social Studies

Document B: The Moose-Wolf Balance on Isle Royale

Source: Created from data provided by Michigan Technological University, 2017.

Note: Isle Royale is a large island in Lake Superior. The whole island is a US national park.



EV

Document Analysis

1. What is the title of Document B?

The title of Document B is: The moose-wolf

2. In what year was the wolf population on Isle Royale at its highest? How many wolves were on the island that year?

highest near 1981, about 50 wolves.

3. In what year was the moose population on Isle Royale at its highest? About how many moose were on the island that year?

at its highest during about 1997 and about 48 moose were on the island.

4. Between 2009 and 2017, the wolf population dropped sharply, from over 20 down to 2. During that same period, what happened to the moose population? What might explain this?

The moose population increase, and I think that might be because people were on the island.

5. Moose is the Algonquin word for "twig eater." Isle Royale is an island with limited space. Use these two facts to make an inference about why a high moose population is bad for the moose.

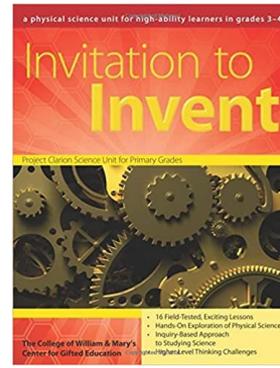
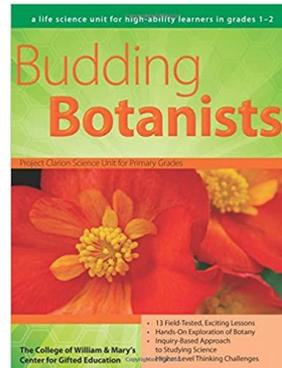
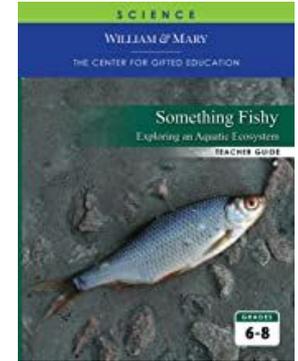
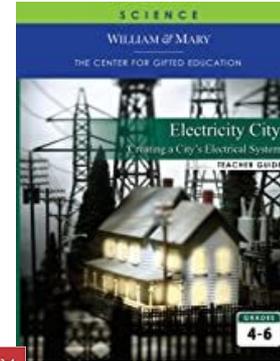
Because moose are herbivores, if the island has limited space than the moose have to eat each other.

6. How could you use this document to make an argument for protecting wolves?

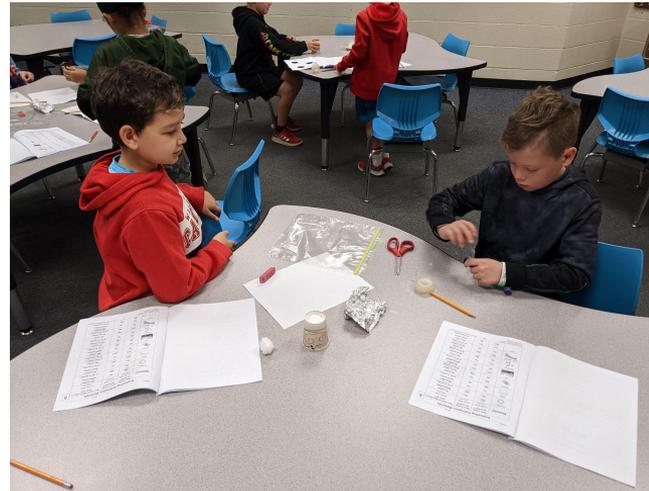
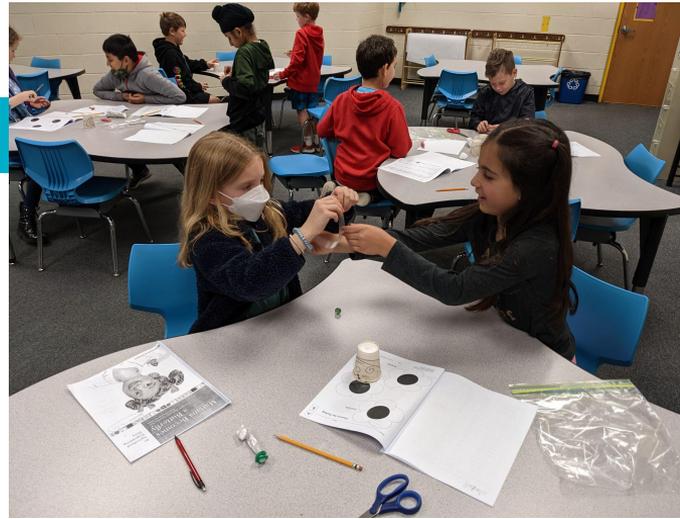
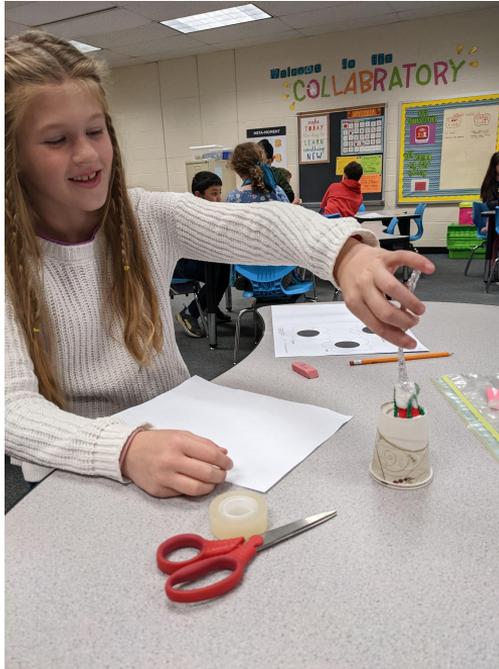
The population of wolves they have decreased. So we might started to as much plains around have of moose.

Science - Essential Curriculum

- William & Mary
- Project Clarion
- JASON Learning



Science



The Best of Bugs: Designing Hand Pollinators

Insects, Plants,
and Agricultural
Engineering
for Elementary
Students



A Note About Homework

- Local and Center Full-Time AAP follow the same policy outlined in the [FCPS homework guideline](#).
- Full-Time AAP Services do not entail “more” homework than typical grade level guidelines.



Before/After School Opportunities



KIDS ARE
**SCIENTISTS,
TOO**

At Union Mill, we offer a number of rotating after school clubs in the fall and spring. Clubs include chess, craft, art, running, and science!

If you would like to start a new club, please reach out to the PTA via email at pta@unionmillpta.org .



PTA Information

About Us

The Union Mill PTA is part of the National Parent Teacher Association, a non-profit organization focused on supporting and enriching students. Membership is open to all Union Mill families, staff members and community members. Our goal is to increase membership to make sure we are truly a parent and teacher association representative of the entire community we serve. As an organization, we work to raise money for school programs and provide support to the Union Mill staff and students.

PTA Volunteers and Funds at Work:

- Beginning of the year cookout
- Glowfest
- Bingo Night
- UMES Staff Volleyball Game
- Author Visits
- New projectors
- Supporting our staff

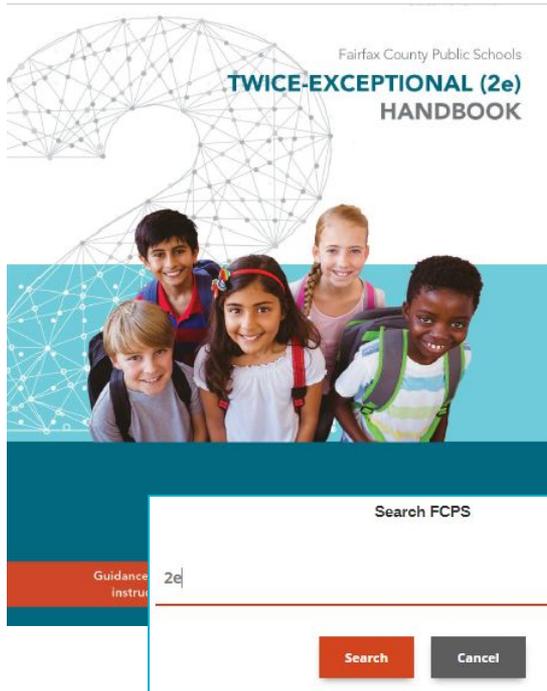
What can I do to support my child?

Work with your child to:

- Celebrate learning and progress instead of praising abilities
- Identify needed supports
- View productive struggle as a good thing
- Share your own personal challenges



Support for Twice Exceptional Students (2e)



FCPS provides 2e students with a classroom setting that recognizes and encourages their intellectual strength.

Supports for 2e students may include:

- Support with planning and organization,
- Modification of learning material or environment,
- Flexible timelines, and
- Alternative learning experiences.

Parent Resources

FCPS Advanced Academic Programs

www.fcps.edu, Search AAP

FCPS Local Plan for the Gifted

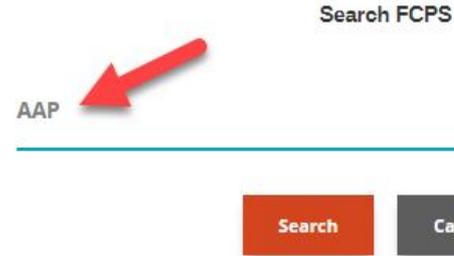
www.fcps.edu, Search Local Plan

Virginia Association for the Gifted

www.vagifted.org

National Association for the Gifted

www.nagc.org





Questions

Please take time to add any questions to your index cards.



Feedback

Let us know any feedback you might have.



Reminder

Don't forget to accept or defer placement using the directions in your student's eligibility letter by **May 6, 2024**.