



In accordance with House Bill 190, JCPS ensures that all students have the opportunity to engage in rigorous and academically challenging curriculum. The following summarizes the recommendations for advanced coursework and accelerated learning for elementary, middle, and high school levels in Tier I instruction.

## Elementary

Literacy	<ul style="list-style-type: none"> <li>Module extension opportunities are available at the end of each unit in the EL Education teacher guides for students seeking more challenge.</li> <li>Opportunities for higher-order thinking for all students can be found in the Literacy Curriculum Frameworks around Gholdy Muhammed's Five Pursuits.</li> <li>Extensions with students around the Habits of Character are built into the HQIR (EL Education): Within each lesson, students work to develop <b>mindsets and skills for success</b> (e.g., initiative, perseverance), become <b>ethical individuals</b> (e.g., integrity, respect), and <b>contribute to their communities</b> (e.g., citizenship, service).</li> <li><b>Differentiated Centers</b> (ELA and Math) and task cards (Grades 3-5) are used to extend learning for all students.</li> </ul>
Math	<ul style="list-style-type: none"> <li><b>"Advancing Student Thinking"</b> prompts are within some lessons in IM360, which guide differentiation, promote students going deeper into the critical learnings of each topic and/or unit.</li> <li><b>High-level discussion thinking stems</b> are used to encourage meaningful discourse and engagement with high leverage math vocabulary.</li> <li><b>Opportunities for higher-order thinking</b> for all students can be found in the Mathematics Curriculum Frameworks around Gholdy Muhammed's Five Pursuits.</li> <li><b>Differentiated Centers</b> (ELA and Math) and task cards (Grades 3-5) are used to extend learning for all students.</li> <li><b>Optional Units (Unit 8 or Unit 9) and lessons in IM360</b> are in addition to, or go above, KSA requirements for all students. Each serves a purpose of exploring or expanding upon content knowledge and developing deeper understanding.</li> </ul>
Science	<ul style="list-style-type: none"> <li><b>Related Phenomena:</b> Students select a phenomenon related to the current unit of study and apply the key science concepts from the unit to develop an explanation or scientific model.</li> <li><b>Science and Engineering Practices:</b> Students use elements of SEPs from the next grade band to deepen their understanding of the phenomena.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li><b>Document-Based Questions (DBQ)</b> Online with Long Version is recommended.</li> <li><b>Taking Informed Action</b> includes, but is not limited to, creating experiences/opportunities for students to engage with coursework alongside the community. Relating curriculum conclusions to problem-solving in a student's community. Examples include podcasts, writing to a government official, community drives, etc.</li> <li>Social Studies curriculum frameworks include an emphasis on Dr. Gholdy Muhammad's Five Pursuits.</li> </ul>





In accordance with House Bill 190, JCPS ensures that all students have the opportunity to engage in rigorous and academically challenging curriculum. The following summarizes the recommendations for advanced coursework and accelerated learning for elementary, middle, and high school levels in Tier I instruction.

## Middle

English	<ul style="list-style-type: none"> <li>Curriculum Frameworks center equity by integrating the Affirming Racial Equity (ARE) Tool, Dr. Gholdy Muhammad's Five Pursuits, and the EL Habits of Character.</li> <li>Advanced learners can revise literary analysis to include <b>subtle textual evidence and nuanced counterclaims</b> (e.g., Grade 6 Literary Analysis on <i>The Lightning Thief</i>).</li> <li>Students can move beyond the required sources in a Research Simulation to explore <b>secondary, more complex or academic research materials</b> on the topic (e.g., Grade 7 Module on Plastic Pollution).</li> <li>Utilize advanced students to <b>model complex thinking, high-quality work, or lead discussion protocols</b> with peers during the ALL Block (Additional Language and Literacy Block).</li> <li>When asked to create a final product (like an Informational Essay or Argument), encourage the student to <b>synthesize connections between module texts and their independent reading</b> (e.g., connecting themes from a Grade 8 module text to an outside novel).</li> <li>In Performance Tasks, students can be challenged to include a <b>critical reflective commentary</b> that analyzes the strengths and weaknesses of their own process and product.</li> <li>Students who quickly master skills can use the time to <b>begin drafting the next high-stakes writing task</b> or pursue a connected, self-selected extension project.</li> </ul>
Math	<ul style="list-style-type: none"> <li>Optional Units (i.e. Putting It All Together) and lessons (for example, Let's Put It to Work) in IM360 are in addition to, or go above, KSA requirements for all students. Each serves a purpose of exploring or expanding upon content knowledge and developing deeper understanding.</li> <li>"Are You Ready for More?" sections within lessons in IM360 promote deeper understanding and thinking directly about the learning being done in that moment.</li> <li>"Advanced Students' Thinking" prompts within lessons in IM360, which guide differentiation, promote students going deeper into the critical learnings of each topic and/or unit.</li> </ul>
Science	<ul style="list-style-type: none"> <li><b>Extended Study:</b> Use opportunities listed in Curriculum Frameworks (also listed in front matter of Teacher Edition).</li> <li><b>SEP Progressions:</b> Use the elements of the SEPs for the next grade band to deepen understanding of the phenomena.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Document-Based Questions (DBQ) Online with LV (Long Version) recommended</li> <li><b>Taking Informed Action</b>, which includes, but is not limited to, creating experiences/opportunities for students to engage with coursework alongside the community. Relating curriculum conclusions to problem-solving in a student's community. Examples include podcasts, writing to a government official, community drives, etc.</li> <li>Social Studies curriculum frameworks with an emphasis on Dr. Gholdy Muhammad's Five Pursuits.</li> </ul>





In accordance with House Bill 190, JCPS ensures that all students have the opportunity to engage in rigorous and academically challenging curriculum. The following summarizes the recommendations for advanced coursework and accelerated learning for elementary, middle, and high school levels in Tier I instruction.

High	
English	<ul style="list-style-type: none"> <li>• <b>"Extend Learning" opportunities</b> for advanced coursework and accelerated learning are available under the <b>"Differentiate" headings</b> throughout every myPerspectives unit (Teacher's Edition).</li> <li>• Opportunities for higher-order thinking for all students can be found in the <b>Literacy Curriculum Frameworks</b> around Ghoddy Muhammed's Five Pursuits. Use these questions with students.</li> <li>• Other opportunities for advanced coursework and accelerated learning for all students exist on the <b>online platform for myPerspectives (Savvas Realize)</b>.</li> </ul>
Math	<ul style="list-style-type: none"> <li>• <b>Optional Units (i.e. Putting It All Together) and lessons (for example, Let's Put It to Work) in IM360</b> are in addition to, or go above, KSA requirements for all students. Each serves a purpose of exploring or expanding upon content knowledge and developing deeper understanding. These resources typically align to KSA+ standards for high school students.</li> <li>• <b>"Are You Ready for More?" sections within lessons in IM360</b> promote deeper understanding and thinking directly about the learning being done in that moment.</li> <li>• <b>Modeling Prompts are available in IM360.</b> The purpose is to have students apply their mathematical knowledge to analyze and solve authentic, real-world scenarios. Teachers can assign these after a certain number of lessons are completed, as the necessary math concepts have been addressed.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• <b>Related Phenomena:</b> Students select a phenomenon related to the current unit of study and apply the key science concepts from the unit to develop an explanation or scientific model.</li> <li>• <b>Driving Question Board:</b> Students select questions from the Driving Question Board that have not yet been answered to investigate further.</li> <li>• <b>Science and Engineering Practices:</b> Students apply additional elements of SEPs from the 9-12 grade band to deepen their understanding of the phenomena.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• <b>Document-Based Questions (DBQ)</b> Online with Long Version is recommended.</li> <li>• <b>Taking Informed Action</b> includes, but is not limited to, creating experiences/opportunities for students to engage with coursework alongside the community. Relating curriculum conclusions to problem-solving in a student's community. Examples include podcasts, writing to a government official, community drives, etc.</li> <li>• Social Studies <b>curriculum frameworks</b> with an emphasis on Dr. Ghoddy Muhammad's Five Pursuits.</li> </ul>





In accordance with House Bill 190, JCPS ensures that all students have the opportunity to engage in rigorous and academically challenging curriculum. The following summarizes the recommendations for advanced coursework and accelerated learning for elementary, middle, and high school levels in Tier I instruction.

## Secondary Advanced Course Options

Middle School	<ul style="list-style-type: none"> <li>JCPS Middle Schools may offer courses for high school credit.</li> <li>Kentucky regulations require districts to acknowledge high school courses taken in middle school if the student in the high school equivalent course (determined by content, assessment expectations, and rigor of coursework) attains performance levels expected of high school students in that district, as determined by achieving a grade of B or better.</li> <li>Placement will be determined in consultation with the student, family, teachers, and principal or designee based on academic performance, including course performance and assessments as well as other evidence and goals. Exact wording is found in 704 KAR 3:305.</li> <li>Students completing courses at the middle school level for high school credit shall receive full credit at the high school if the following requirements are met:             <ul style="list-style-type: none"> <li>1. In a regularly scheduled course, during the school day:                 <ul style="list-style-type: none"> <li>a. The student is enrolled in a course with a JCPS high school code with a properly certified teacher.</li> <li>b. The course instructor follows the district curriculum map for that course at the level of rigor required.</li> <li>c. The course instructor follows the high school grading practices described in the high school Middle School Grading Framework (cumulative grading).</li> <li>d. The student earns a grade of A or B as the final grade in the course.</li> </ul> </li> <li>2. High school courses may be available via Pathfinder School of Innovation online supports (not National Collegiate Athletic Association [NCAA]-eligible).</li> <li>3. KRS 158.622 and Board Policy 08.113 establish that students may earn high school credit in the equivalent course for qualifying (3 or higher) Advanced Placement (AP) exam scores. The course will show up on the student's high school transcript, and high school coursework should be planned accordingly. The grade will automatically be figured into their high school grade point average (GPA) when it becomes part of their transcript.</li> </ul> </li> </ul>
High School	<ul style="list-style-type: none"> <li>JCPS High Schools offer College Credit and Equivalent Courses, including Advanced Placement (AP) from the College Board, International Baccalaureate (IB), Advanced International Certificate of Education (AICE) from Cambridge International Education, and Dual Credit.</li> <li>Students enrolled in College Credit and Equivalent Courses receive weighted grades as outlined in the JCPS Student Progression, Promotion, and Graduation Handbook (SPPG).</li> <li>JCPS High School students may earn the Advance Program diploma seal. For eligibility, students must complete all Kentucky Precollege Curriculum graduation requirements as outlined in the JCPS SPPG, plus a minimum of two credits in the same world language. Of the 24 required credits in the pre-college curriculum, students must earn at least 12 credits in Advance Program or equivalent courses.</li> </ul>