

Metropolitan School District of Pike Township



High Ability Handbook

Dr. Flora J. Reichanadter
Superintendent of Schools

Cindy Huffman
Director of Curriculum & Programs, K-12

MSD of Pike Township High Ability Academic Program

The MSD of Pike Township is committed to meeting the needs, abilities and interests of its academically gifted students. Through trained professional teachers and a qualitatively different approach to learning, the HA Program is dedicated to offering the best possible program to its High Ability Program participants.



Sites for High Ability Programs

Eagle Creek Elementary School –
6905 W. 46th Street, (317) 291-1311

Fishback Creek Public Academy –
8601 W. 86th St., (317) 347-8470

Guion Creek Elementary School
4301 W. 52th St., (317) 298-2780

Guion Creek Middle School
4401 W. 52nd St., (317) 293-4549

Lincoln Middle School
5353 West 71st Street, (317) 291-9499

New Augusta Public Academy North Middle School
6450 Rodebaugh Rd., (317) 387-4328

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Mission Statement

The High Ability Program of the Metropolitan School District of Pike Township seeks to provide our most academically talented students with developmentally appropriate, enriched and accelerated experiences to actively engage them in learning. The richly differentiated curriculum is well integrated and solidly based on tenets of critical thinking which is the basis of all learning. The ability to think critically is imperative to provide students with the skills and passion necessary to be lifelong learners who accept the challenges and responsibilities of a global society.

Indiana Definition of High Ability

A General Intellectual student performs at or shows the potential for performing at an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum.



Gifted & Talented History in Pike Township

During the 1985-86 school year a Gifted and Talented (GT) Education Committee was formed. The committee was charged with the task of developing recommendations for implementation of a program for academically and intellectually accelerated students. The committee recommended that the district initiate a full-time Gifted Program at grades two, three, four and five to commence with the opening of the 1986-87 school year.

The recommendation to extend the GT Program into the middle school level was made by the middle school Gifted and Talented Committee, which was formed in the 1986-87 school year. The recommendation to further extend the program into the high school was made by the high school GT committee that was formed in the 1989-90 school year.

The elementary program grew from its original site at Eagle Creek Elementary School to include GT classrooms at College Park and later at Deer Run Elementary. Both Guion Middle School and Lincoln Middle School served the students as they progressed through grades six to eight. In 1992, the administration decided to create magnet sites for the GT Program, Guion Creek Elementary School and Guion Creek Middle School were selected. All participating students throughout the district were transported to these schools for the program. In 2003, a tiered level of GT



service was added at all middle schools in the form of Honors classes to address the specific needs of students needing additional rigor. Students are selected based on test scores, grades, and teacher and parent recommendations. In 2004, the name of the program was changed from Extended Learning

Program (ELP) to the Gifted and Talented Program (GT) to avoid confusion with the Department of Education's (DOE) term English Language Proficient (ELP). In 2004, the high school enhanced their honors (GT) offerings by adding the Internationale Baccalaureate Programme (IB), a world renowned diploma program known for its academic rigor, theory of knowledge course and community service. Students begin the IB Programme in their junior year.

In 2007-2008, Pike added elementary and middle school continuous calendar GT sites: Eagle Creek Elementary and New Augusta Public Academy North Middle School as a part of the GT expansion. The name of the program was changed to High Ability (HA) to align with the DOE's name change.

A second tier of High Abilities programming was added to all elementary schools in the 2008-2009 school year. This program is different than the high abilities magnet program in that the curriculum is **not** accelerated but rather enriched with an emphasis on critical thinking skills. For further information, see *Cluster Services*.

2010 brought more expansion opportunities for the HA Program. Fishback Creek began phasing in a High Ability Program by offering a HA 1st grade classroom. By 2014, the phase in process was complete, offering HA classes at each grade level, 1 – 5. The Middle School HA Program was also expanded to include Lincoln Middle School. This expansion not only increases learning opportunities at the middle school level but also enhances high school programs by preparing more students for Advanced Placement (AP), & Internationale Baccalaureate programs (IB). Fifth grade students selected for 6th grade HA (traditional calendar) will attend their assigned attendance area school.

HA Program

An articulated, differentiated curriculum is in place to effectively reach the following student goals. The student goals state that the HA Program will provide opportunities for each student to:

- Develop higher level thinking processes – analysis, synthesis, and evaluation
- Develop creative problem solving skills
- Acquire knowledge of the research process and apply its principles
- Develop leadership skills
- Experience and engage in enriched and accelerated learning activities in all subject areas
- Learn grade level state standards in science, social studies and health with expanded learning activities designed specifically for HA students
- Apply divergent thinking skills
- View himself or herself as a competent thinker, problem solver and independent learner
- Participate in the process of self-actualization in order to:
 - Accept and value oneself
 - Accept and value others
 - Take risks – explore new learning challenges
 - Pursue activities independently with a minimum of guidance
 - Become a contributing member of a group
 - Become an active student leader and role model
 - Develop effective coping skills

The High Ability Program focuses primarily on three ability areas:

- General intellectual ability
- Academic achievement levels
- Cognitive/Abstract reasoning ability

Characteristics

Students with high abilities can sometimes be recognized by certain characteristics and behaviors which research shows to bridge all socio-economic levels and all ethnic groups.

The list below identifies some characteristics that may be seen in high ability students.

- Has an extraordinary quantity of information, unusual retentiveness
- Has advanced comprehension
- Has diverse interests, curiosity, and strong inquiry skills
- Has creativity and an active imagination
- Has a high level of task commitment
- Has a high level of language development
- Has intense concentration
- Has persistent goal-directed behavior
- Has an environmental awareness
- Has strong interpersonal skills and empathy
- Has high expectations of himself and others, displays perfectionist behaviors
- Has strong problem solving and reasoning skills
- Has an idealism and sense of justice
- Has an unusual sensitivity to the expectations and feelings of others
- Sees relationships among seemingly diverse ideas
- Has the ability to generate original ideas
- Has a strong sense of humor

It is important to note that the behaviors cited are general characteristics. Individual high ability children may not possess all of these characteristics. In a supportive home/school environment, particular characteristics such as those associated with creativity and risk taking will be much more evident. Significant ability may appear in one specific academic area such as

language arts, math, social studies or science. Students with particular academic aptitudes may display their abilities through high performance on standardized tests, high achievement in school work, and eagerness to learn. These students seem to see relationships and grasp principles more rapidly. They are able to generalize and synthesize information in content areas.

The purpose of identifying high ability students is to offer differentiated opportunities which are commensurate with their needs. These students are generally capable of mastering the curriculum more quickly than the average student. They benefit from expanded educational experiences and enjoy the opportunity to explore a wide variety of enrichment topics which are outside the realm of the regular curriculum.

The high ability student demonstrates that **basic learning has been mastered** and that he/she is ready to explore the next challenge. The high ability student benefits from varied learning opportunities that challenge them to use their skills and knowledge to work independently and collaboratively on accelerated learning projects. The chance to work with and interact with other high ability students on projects that have real world implications is instrumental in meeting the goals of the HA Program - The ability to think critically and develop a passion to be lifelong learners who accept the challenges and responsibilities of a global society.

What Can You Do For Your High Ability Student?

Raising children is challenging, and raising a high ability child is a special challenge. It is most beneficial for parents to work collaboratively with the HA staff. However, there are many things you can do at home to enable your student to reach his or her full potential.

Remember, first and most importantly, your student is a child, and

like other children still needs time to move about, play, dream, laugh, and grow. The components of love, discipline and guidance are just as important for the highly able youngster as for any other child. There are numerous activities away from school which can enhance your child's development; yet selectivity is key. It is important that you do not overload your child. Some important things to remember are:

- Support your child. Those unique characteristics of high self-expectations, idealism and perceptiveness can be heavy burdens when shouldered alone.
- Encourage their individuality so that they can truly know who they are.
- Don't expect too much – development is uneven; home responsibilities should fit their chronological age, not their mental age.
- Consistent rules and expectations are important for all children, even the gifted.
- Family outings to museums, plays, the symphony, etc. offer a means of growth while still providing family time together.
- Encourage questions, experiments and risk taking.
- Be patient – the questions, the need to be in charge, the messes, and the perfectionism can be challenging.
- Try to provide friends with similar interests and abilities.
- Provide opportunities to develop persistence and task commitment – these are important traits for the realization of one's potential.
- Be a good role model – you may serve as a mentor for your child as you listen and interact with each other.

HA Identification Process for students in Grades K-7

MSD of Pike Township High Ability Program provides differentiated Math and English Language Arts services for the upper 10-12% of the tested student population in grades kindergarten through eight.

Students currently in kindergarten, second, and fifth grade as well as all new-to-the-district students in first, third, fourth, sixth, and seventh grades will begin the identification process in the fall when they all participate in NWEA and CogAT Screener assessments. The second round of testing for K-7 students takes place in early to mid-winter. Parents are notified in late spring as to placement in the High Ability Program.

Kindergarten thru Seventh Grade:

A talent pool of students for the High Ability Program will be determined using the following data:

- Fall NWEA
- CogAT Screener

Students that demonstrate high proficiency in meeting and exceeding the grade level standards as demonstrated in the above tests will be considered for the high ability talent pool (top 20%). This talent pool will continue to a second round of High Ability testing. The following information will be added to the previous identification data for a final determination:

- Winter NWEA
- CogAT Full Battery
- School Rating Scales - SIGS
- Home Rating Scales- SIGS
- TOMAGS (Grades 3-7 only)

Following this evaluation, the top 10-12% of the students will be selected using a case study approach to enter the High Ability self contained classes at Guion Creek Elementary, Eagle Creek Elementary, Fishback Creek, or any of the middle schools dependent on their current attendance area and school calendar.

***Due to families who opt to stay in their home school instead of participating in the HA magnet programs in elementary school, all 5th grade students who are currently in the HA program, will retest for appropriate placement in the middle school.**

High School (grades 8-12)

PSAT, ILEARN, and course grades will be used for high school placement determination. The guidelines in the Pike High School Academic Planner will be used to help teachers and counselors determine each student's future course selections. Each student will be placed in the recommended class unless his/her parent signs a request that the child opt out of that particular course.

New Students Enrolling in Pike K-12

Elementary and Middle School students new to the school district and who participated in a comparable High Ability program, will be evaluated during Pike's testing window following the same format described previously. At the high school level the counselor or administrator will review grades and courses to make placement decisions.

Families who are interested in the High Ability Program at a balanced calendar school must apply and be invited to the balanced calendar school. If a child is placed in a HA classroom at a traditional calendar school and then is invited to attend a continuous calendar school, HA placement will be contingent on

space available.

The designated testing coordinator, assistant principal, in the student's home school will administer all High Ability assessments. All test scores are calculated and converted into a percentile score which is used when the selection committee meets and reviews each student in a case-study format. Based on percentile scores, the top 10-12% of the student population tested qualify for the High Ability program.

Other pertinent information considered in the selection process is a Home Rating Scale- SIGS and a School Rating Scale - SIGS. These forms address specific characteristics of high ability students. Completion of this information is requested for each student who is applying for admission to the program. Forms are available from counselors or assistant principals.

Testing Instruments

Instrument	Measurement of	Purpose	Instructional Implications	Grades
IILEARN	Achievement of academic standards	Determine mastery of grade level standards in math, LA, reading, science, and social studies	Identification of students for remediation, talent development, high ability programming	Grads 3-8
NWEA	Academic achievement progress in areas of math and reading	Determine achievement levels in math, LA, and reading, as compared to other students of the same age across the country	Identification of students for remediation, talent development, high ability programming	Grade K-8
CogAT Cognitive Ability Test - Screener	Reasoning and problem solving abilities using verbal, picture, and number analogies as well as figure matrices	Provide a reliable and valid data point for screening students for high abilities	Indicator of students' relative strengths and weaknesses in performing a variety of reasoning and problem-solving tasks	Grade K-7
CogAT Cognitive Ability Test - Full Battery	Verbal, nonverbal, and quantitative reasoning abilities similar to those required of school learning tasks	Provide a reliable and valid measure of student reasoning and problem-solving abilities	Identification of students for accelerated learning curriculum in English Language Arts and Math	Grade K-7
TOMAGS Test of Mathematical Abilities for Gifted Students	Mathematical reasoning and problem solving skills	Determine ability to understand and reason in math beyond math computation	Identification of students who have talent or giftedness in mathematics	Grade 1-8

High Ability Cluster Services

Students identified for the High Ability program in kindergarten will receive enrichment sessions at their home school shortly after the selection process is complete.

Cluster grouping classrooms will offer instruction with a small peer group of students who have similar abilities and talents within a general education classroom setting for students in grades 1-5. Placement will occur at the beginning of the next school year.

Cluster grouping is a method of organizing a heterogeneous grade level by purposefully placing academically talented students with similar abilities in classrooms so that they may be provided with a more rigorous and differentiated instructional program.

Comparable to, but not synonymous with the Honors Program at the middle school, students will benefit from opportunities that enrich and challenge them throughout their elementary school experience. High Ability identification data and other assessment data will determine students that qualify for Cluster Classroom placement at each individual elementary school.

Identification

- Student data will be used to identify students for cluster classrooms and HA self-contained classrooms.
- Students interested in a self-contained High Ability or Cluster classroom must qualify for and participate in High Ability identification as designated for each grade level.
- A formal identification process will be used to select students for both the HA and cluster grouping.

Middle School Honors (Gr. 6 only) Identification

Student HA assessment data, NWEA data, and ILEARN results as well as course grades will be used for placement at the middle school.

Middle School HA/Pre-AP Identification

HA Assessment Identification data (NWEA, CogAT, TOMAGS) as well as course grades are used for HA placement at the middle school.

High Ability/Advanced Placement Appeal Process

Pike Township utilizes a multi-faceted identification process; however, in the event that a student is not identified for high ability or advanced placement, a parent can petition for an appeal.

Appeals must be filed prior to **July 1**. The following steps must be taken in such a situation:

Step 1: Parents must submit a written request to the Director of Curriculum and Programs indicating the reason for the appeal. The request should include specific area of concern and include student data to support placement and/or identification in high ability and/or advanced placement courses.

Step 2: School and district personnel will review data and determine if additional/alternate assessments may be given to aid in the final placement decision.

Step 3: After additional data points are gathered, the administration and Director of Curriculum and Programs will make a final recommendation.

Ultimately, the Superintendent will make the final determination regarding high ability and/or advanced placement for students based on research-based methods for identification of students.

Exit Procedure

It is a goal of the High Ability Program that each student grows to the maximum of his/her personal potential. However, this

program may not be the best placement for every identified child. In the event that a student experiences difficulty in the program, the following steps will take place:

- **Step One** - Meeting with parents to indicate areas of concerns and to identify an instructional plan of interventions and support. Student work and data should be presented to support areas of concern. Begin plan implementation immediately. Begin collecting data and work samples as documentation of progress. Step one should be completed as soon as concern is detected and sufficient data is available. (FORM I) – *see page 33*
- **Step Two** – Meeting with parents and child. Share current data and progress to date. Review instructional plan put in place to help student experience success. Adapt instructional plan accordingly and begin implementation immediately. Step two should be completed two months after Step 1 (no later than Feb. 15) (FORM II) – *see page 34*
- **Step Three** – Reevaluate instructional plan and current data and progress to date with parent and child. Review interventions put in place to support student. School Administration and/or Director of Curriculum & Programs should also be present. Decision to continue in or dismiss from program decided. Step 3 should be completed in May (Traditional) or June (Balanced) (FORM III) – *see page 35*

Teachers and administrators at the middle school will also use student grades (A/B), student test scores, and teacher recommendation to determine continuation in HA/Pre-AP courses.

It is realistic to accept that this program may not be appropriate for

some students. Ultimately, the building principal and the Director of Curriculum and Programs will make the final decision regarding continuation or exit from the HA Program.

The intent of the HA Program is to provide appropriate challenge according to need. While this does not mean a greater amount of work, it does mean a different kind of work. Students may have more long term assignments which require planning and budgeting of time. The HA program does abide by the district homework policy.

Philosophies

Language Arts Program Philosophy

The High Ability Program will provide learners with a comprehensive study of language arts. The Indiana Academic Standards will be expanded to provide students opportunities to engage in advanced learning activities.

- Challenging text selections will increase students' vocabulary, expand their conceptual thinking, and enhance their knowledge of the world.
- Learners will be introduced to a variety of notable texts across the genres.
- Learners will be given choice in reading selections that are appropriate and challenging.
- Reading and writing will be integrated into all areas of study.
- Learners will be engaged in critical thinking when reading, writing and discussing concepts.
- Reading instruction may be accelerated to meet the needs of the HA/Pre-AP learner.
- Learners will readily engage in all forms of written expression.
- Word study will focus on structural components of words in the English language.
- Learners will utilize balanced literacy strategies to strengthen

Language Arts skills.

Mathematics Program Philosophy

The High Ability Program will provide learners with an accelerated and expanded math curriculum that maximizes their opportunities to think and reason mathematically. This encompasses accelerated Indiana Academic Standards for mathematical learning with an emphasis on mathematical **process standards** so that students develop a deep conceptual understanding of mathematical content and are able to synthesize and apply mathematical skills.

- Early assessment will determine math level placement.
- Flexibility within the program allows for advanced placement into the middle school and high school.
- Enrichment activities include additional learning opportunities in algebra-based applications, problem solving, logic, analogies and spatial reasoning, and the utilization of a variety of learning resources and technological tools.

Science Program Philosophy

The High Ability Program will sustain and nurture the natural curiosity children have about their world. The scientific method will provide the framework for these investigations. Children as scientists will observe, hypothesize, experiment, collect data, and draw conclusions about their investigations. Conceptual learning is enriched through research and the study of printed materials. Students will gain additional understanding and background with exposure to a variety of supplemental materials, field studies, expert speakers, and technology. Students will engage in expanded science/health topics as outlined in the appropriate grade level Indiana Academic Standards. Integrated studies will foster a deeper and broader understanding of scientific concepts allowing students to establish connections in their thinking.

Social Studies Philosophy

The High Ability Program will provide learners with a basis for discovering their local community in the present and extend their understanding to the world of the past. As students engage in the social studies topics outlined in the grade level Indiana Academic Standards, critical thinking processes as well as applying literacy skills will be used to examine the issues of time and place.

Connections in the world will be explored and achieved through integration of social themes using an interdisciplinary approach.

- Current events discussions
- The study of map skills
- Elements of reasoning
- Supplemental materials such as magazine articles, guest speakers, field studies, technology and internet access
- Interactive simulations promote group problem solving skills.

Assessments

Assessments will be communicated to students and parents periodically. This communication will include, but is not limited to, progress reports, mid-term reports, and report cards. Students, parents and teachers may conference twice a year to discuss the student's progress.

Middle School Course Descriptions for High Achieving Students

LANGUAGE ARTS – WRITING

Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students will apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on

issues and interests by generating ideas and questions, and by posing problems. They gather, read, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Grade 6 –Honors Language Arts

This class extends the sixth grade curriculum to include increased academic challenge both inside and outside of the classroom. This course focuses on the creative communication of ideas through written and oral communication and through original products. The content, pace, and depth of instruction is accelerated, and classroom activities supplement the sixth grade core curriculum.

Grade 6 –High Ability Language Arts

This humanities-based class combines language arts curriculum with other content area (i.e. social studies, science) curricula for sixth grade and is highly divergent from the standard curricula. It focuses on writing, speaking, listening, and higher level thinking skills. The study of grammar (as it applies to writing) goes beyond the basics. Students participate in many diverse writing experiences and give several oral presentations.

Grade 7 – Pre-AP Language Arts

This course extends the seventh grade English curriculum to include increased academic challenge. It is a combination of college-level vocabulary and basic and advanced grammar, and sentence structures in all written compositions. This course focuses on writing in response to literature, research, and inquiry. The content, pace, and depth of instruction is accelerated, and classroom assignments include written and oral presentations, publications, and multimedia presentations. Assessment includes objective and essay examinations and oral presentations.

Grade 8 – Pre-AP Language Arts

This course extends the eighth grade curriculum to include increased academic challenge. It is a combination of college-level vocabulary and basic and advanced grammar, and sentence structures in all written compositions. This course places an emphasis on increased extensive in-depth writing projects along with the reading of various different types of genres.

LANGUAGE ARTS - READING

Reading students will read a wide-range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. They will read a wide range of texts in many genres from a variety of time periods and cultures across the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. Subsequently, students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Grade 6 – Honors Reading

This class extends the sixth grade curriculum to include a strong emphasis on increased academic challenge both inside and outside the classroom. It is designed to enhance students' advanced reading skills needed to comprehend, interpret, and evaluate a variety of texts and multimedia materials. This course focuses on inferential comprehension skills, critical reading and thinking skills, and strengthening of vocabulary.

Grade 6 –High Ability Reading

The differentiated reading activities included in this rigorous class are especially designed to meet the needs of students identified as high ability learners. Students read a variety of short stories, essays,

poetry, myths, and novels. In the study of these texts, interpretation and analysis are stressed, as well as the ability to formulate and express abstract concepts. Students writing is based on and inspired by what the students read in this class.

Grade 7 – Pre-AP Reading

This course extends the seventh grade curriculum to include a strong emphasis on increased academic challenge. It is designed to enhance students' advanced reading skills needed to comprehend, interpret, analyze, and evaluate materials. This course requires reading and writing for a variety of purposes and in various formats. Assessment is a combination of objective testing, rubric-based project evaluations, and essay examinations.

MATH

In this technological age, mathematics is more important than ever. Pike math students will be provided rigorous and engaging curriculum aligned with Indiana Academic Standards. Students will focus on building skills, understanding and knowledge. Students should develop the learning skills of the Process Standards for Mathematics.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

A variety of tools such as models, graphing calculators, and computers will be used to enhance learning. What students learn in

mathematics and how they learn it will provide an excellent preparation for a challenging and ever-changing future.

Grade 6 –Honors Math

The sixth grade honors math classes study the Indiana Academic Standards and topics for sixth grade as well as 7th grade Indiana Academic Standard for the same topics. This class seeks to provide academically talented students with developmentally appropriate, enriched, and accelerated experiences to actively engage them in learning, pacing students through the curriculum at a rate commensurate with their advanced ability.

Grade 6 - High Ability Math

The sixth grade HA mathematics class covers a variety of math topics throughout the school year. Problem solving is a major focus in this course and is present in every topic that is covered. The HA math program studies the Indiana Academic Standards at grade level and above grade level. Projects at the end of each term help students apply the concepts that have been taught throughout the year.

Grade 7 – Pre-AP Math - Pre-Algebra

The seventh grade Pre-AP math classes study some seventh grade standards and topics, as well as many eighth grade standards. Algebra is heavily emphasized in the course. This class seeks to provide academically talented students with developmentally appropriate, enriched, and accelerated experiences to actively engage them in learning, pacing students through the curriculum at a rate commensurate with their advanced ability. It is also designed to prepare students for Algebra 1.

Grade 7 – Pre-AP Math - Algebra 1 (H.S. Algebra curriculum)

The Algebra 1 course is an accelerated and enriched Algebra class

for our top students. While it is ensured that the seventh grade Indiana Academic Standards are mastered, the majority of the course focuses on studying the Algebra 1 Indiana Academic Standards. This includes: real numbers and expressions; functions; linear equations, equalities and functions; systems of equations and inequalities; quadratic and exponential equations and functions; and data analysis and statistics. More specifically some of the topics students study are: solving multiple step equations and inequalities, rational number computation, graphing linear equations and inequalities, systems of equations, the use of a scientific and graphing calculator, the laws of exponents, negative exponents, radicals and radical operations, measures of variation, and scatter-plots. Problem-solving is incorporated throughout the year in each of the given standards.

Grade 8 – Pre-AP Math - Algebra 1 (H.S. Algebra curriculum)

The Algebra class is an accelerated and enriched Algebra class. While it is ensured that the eighth grade Indiana Academic Standards are mastered, the majority of the course focuses on studying the Algebra 1 Indiana Academic Standards. This includes: real numbers and expressions; functions; linear equations, equalities and functions; systems of equations and inequalities; quadratic and exponential equations and functions; and data analysis and statistics. More specifically some of the topics students study are: solving multiple step equations and inequalities, rational number computation, graphing linear equations and inequalities, systems of equations, the use of a scientific and graphing calculator, the laws of exponents, negative exponents, radicals and radical operations, measures of variation, and scatter-plots. Problem-solving is incorporated throughout the year in each of the given standards.

Grade 8 – Pre-AP Math - Honors Geometry (H.S. course)

The Eighth grade Pre-AP class is an enriched High School

Geometry class. While it is ensured that the eighth grade standards are mastered the majority of the course focuses on studying the Geometry Indiana Academic Standards. Geometry provides students with the experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: angles, lines, planes, triangles, trigonometric ratios, polygons, circles, three dimensional solids, and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged. This and any other higher level math course will be offered as needed at the high school.

SCIENCE

The High Ability Science program will engage students by tapping into their natural curiosity of the world and how it functions. Students will be given the opportunity to apply knowledge of scientific concepts in practical and/or hands-on methods including, but not limited to research, field studies and lab experiments. While the HA Science program will meet all state grade level standards it will explore those standards at a higher level of complexity and understanding. When possible, cross-curricular studies will be used to help students gain an appreciation of the far reaching applications of science and technology. Open-ended discussion, inquiry-based exercises and independent discovery will be the hallmark of this program.

Through active participation and exploration of the nature of science and the design process, students describe objects and events, ask questions, formulate explanations, test those explanations, and communicate their ideas to each other. In this way students build strong knowledge of science content, apply that

knowledge to new problems, learn how to communicate clearly, and build critical and logical thinking skills. These processing skills are a necessary part of science learning. Science is an important part of each student's educational experience. In our ever increasing emphasis on science and technology in the world, students need to be science-literate to become contributing members of a global society.

Grade 6 –Honors Science

This class extends the sixth grade curriculum to include a strong emphasis on increased academic challenge for the high ability students. The focus will be on more in-depth, hands-on experiences, field experiences, outside speakers, and projects.

Grade 6 –High Ability Science

This class extends the sixth grade curriculum as does Science 6 Honors, at a much more challenging level. The high ability students' focus will be on strengthening reasoning by using in-depth questioning and discussions relating the material of sixth grade science to everyday applications, more probing laboratory exercises and projects, and challenging the scientific creativity of these students. Learning and instruction will utilize compacting, acceleration, enrichment, problem solving, and differentiated instruction for individual projects.

Grade 7 - Pre-AP Science

This class extends the seventh grade standards to include eighth grade Life Sciences with a strong emphasis on critical thinking and application. In-depth discussions relating science to everyday applications, increased probing laboratory exercises and projects, and challenging the scientific creativity of students will be emphasized. Learning and instruction will utilize compacting, acceleration, enrichment, problem solving, and differentiated

instruction for individual projects.

Grade 8 – Pre-AP Science -Integrated Chemistry/Physics (high school course content)

Integrated Chemistry/Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Students will investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

SOCIAL STUDIES

The goal of social studies education is the development of informed, responsible citizens who participate effectively in our democracy. Middle school social studies courses address this goal by integrating a strong knowledge base with the skills for inquiry, thinking, and participation. Middle school courses are organized around academic content areas which are in compliance with the Indiana Academic Social Studies Standards: history; civics and government; geography; and economics. Key social studies topics, concepts, and skills are reinforced and expanded from grade level to grade level.

Grade 6 – Honors Social Studies

Honors students in Grade 6 study the regions and countries of Europe and the Americas, including geographical, historical, economic, political, and cultural relationships. The areas emphasized are Europe, North and South America including the Caribbean. Current events, responsibilities of citizenship, and the election process are included in the instructional content. Through challenging curricula and engaging activities, students will gain a

deeper and richer understanding of social studies content and skills. Honors students will be expected to read and research beyond the textbook and will be held to higher expectations for participation and quality of work.

Grade 6 – High Ability Social Studies

HA students in Grade 6 study the regions and countries of Europe and the Americas, including geographical, historical, economic, political, and cultural relationships. The areas emphasized are Europe, North and South America including the Caribbean. Current events, responsibilities of citizenship, and the election process are included in the instructional content. Through challenging curricula and engaging activities, students will gain a deeper and richer understanding of social studies content and skills. Students in the HA Program experience an accelerated, expanded, and in-depth coverage of the standards. HA students also experience a wide variety of challenging learning activities. These activities include simulations, independent research projects, and technology related assignments.

Grade 7 - Pre-AP Social Studies – World Studies

Students will study the countries and regions of Africa, Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania) including cultural, economic, geographic, historical, and political relationships. Current events, responsibilities of citizenship, and the election process are included in the instructional content. Through challenging curricula and engaging activities, students will gain a deeper and richer understanding of social studies content and skills. These activities include simulations, independent research projects, and technology related assignments.

Grade 8 - Pre-AP Social Studies – U.S. History

Students focus on U.S. History, beginning with a brief review of early history which includes the Revolution and founding era, the principles of the United States and the Indiana constitutions, as well as other founding documents and their applications to later periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, the Civil War and Reconstruction. Current events and election coverage are included in the curriculum as students grow in their understanding of the rights and responsibilities of citizenship. Students experience an accelerated coverage of expanded standards through an in-depth study of primary source documents, opposing viewpoints, and events that form our heritage and our diverse culture. Students experience a wide variety of challenging learning activities designed to further the development of their analytical, research, and writing skills.



High Ability/Pre-AP Instructional Plan – Form I

Date: _____

Dear _____,

The purpose of this meeting is to identify and discuss areas of concern with regards to your child’s performance in the High Ability/Pre-AP classroom. Student data will be reviewed that indicate specific academic challenges. Interventions of support will be identified for immediate implementation.

Instructional Plan for

Strengths		Challenges	
What the classroom teacher will do to assist:	What the parents will do to assist:	What the student will do to assist:	

Parent Signature

Date

Teacher Signature



Parent Signature

Date

Principal Signature

High Ability/Pre-AP

Review of Instruction Plan – Form II

Date: _____

Dear _____,

On _____, we met to discuss _____'s performance in the High Ability/Pre-AP program. The areas of concerns were presented, student data reviewed, and an instructional plan developed during our conference. At this time, _____ is still not meeting the expectations of the High Ability/Pre-AP program. The purpose of this meeting is to review the current instructional plan and data, and collaborate on making the necessary changes. We will meet again in _____ weeks to re-evaluate _____'s classroom performance. At that time, we will discuss whether or not _____ should continue in the High Ability/Pre-AP program.

Updated Instructional Plan:

Strengths	Challenges	Expectations
What the classroom teacher and interventionists will do to assist:	What the parents will do to assist:	What the student will do to assist:

Parent Signature

Date

Teacher Signature

Student Signature

Date

Principal Signature



High Ability/Pre-AP Instructional Plan Resolution-Form III

Date: _____

Summation of Instructional Plan for: _____

Challenges	Expectations	Interventions put in place	Student Data

*Date of previous meetings: _____

*Recommendations: _____ will/will not continue in the High Ability/Pre-AP program

Options for the next school year:

Parent Signature

Date

Teacher Signature

Student Signature
Curriculum/Programs, K-12

Date

Principal/ Director of
Signature

Basic Resources for HA Teachers and Parents

This list contains some useful and basic resources for understanding gifted

children and for developing effective instruction for gifted learners.

- National Association of Gifted Children. 1707 L Street, NW, Suite 550, Washington, D.C. 20036. 202-785-4268. www.nagc.org.
- Prufrock Press. P.O. Box 8813. Waco, TX. 800-998-2208. www.prufrock.com
- American Association for Gifted Children. 658 Coal Street, Venus, Pennsylvania 16364. www.aagc.org.
- National Research Center on the Gifted and Talented (NRC/GT). www.nrcgt.uconn.edu
- Indiana Association for the Gifted. PO Box 84 Whitestown, IN 46075. 800-490-1862. www.iag-online.

Online Learning Opportunities

- <http://epgy.stanford.edu> – Stanford University
- www.ctd.northwestern.edu – Northwestern University
- www.cty.jhu.edu – John Hopkins University
- www.bsu.edu/gifted - Ball State University
- www.tip.duke.edu – Duke University
- www.nebraskahs.unl.edu/parents - University of Nebraska

Regional Talent Search & Summer Programs

- Duke University TIP, Box 90747, Durham, NC 27708-0747 www.tip.duke.edu
- IAAY Academic Summer Programs, The Johns Hopkins University, Baltimore, Maryland 21218; www.jhu.edu/~gifted/programs, html
- Rocky Mountain Summer Institute, Rocky Mountain Talent Search – University of Denver, Wesley hall, Rm. 203, 2135 E. Wesley Ave., Denver, CO 80208; www.du.edu/education/ces/si.html

Programs for Development and Recognition of Academic Talent

MIDWEST TALENT SEARCH

Center for Talent Development, Northwestern University, 617

Dartmouth Place, Evanston, Illinois 60208-4175; (847) 491-3782;
www.ctd.nwu.edu

A program which enables elementary or middle school students to take the SAT/ACT exams to better assess their level of academic ability which can be a basis for better course selection planning for college and participation in accelerated summer programs across the country.



NOTES



MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268
Phone: 317-387-2216
Fax: 317-387-2694
www.pike.k12.in.us

*Future copies of this handbook will be available on the district website under
Curriculum & Programs – High Ability*

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