

HIGH ABILITY PROGRAM ADVISORY COUNCIL

South Spencer County School Corporation

- ❖ Candis Haskell – GT Coordinator / Superintendent
- ❖ Cevin Collins – High School GT representative
- ❖ Abbie Lawalin – Middle School GT representative
- ❖ Patsy Harpenau – Elementary GT Representative
- ❖ Ellen Sarver – High School Teacher
- ❖ Pam Lindsey – Middle School Teacher
- ❖ Joe Griepenstroh – Rockport Elementary Teacher
- ❖ Amy Cox – Luce Elementary Teacher
- ❖ Scot French – Rockport Elementary Principal
- ❖ Lori Hermann – Luce Elementary Principal
- ❖ Rhonda Stone – Community Leader
- ❖ Cheryl Lauer – Parent
- ❖ Grant Schumacher – Student

Handbook Revised June 2012

**HIGH ABILITY PROGRAM FOR LANGUAGE ARTS AND MATH
GRADES K –12**

South Spencer County School Corporation

VISION STATEMENT

The South Spencer County School Corporation is a place where high ability students are provided with an environment which promotes intellectual, academic and creative growth through learning experiences beyond the traditional curriculum. These students are challenged through a combination of special programs and classroom activities which nourish and develop higher order thinking and creativity.

WHO ARE HIGH ABILITY STUDENTS?

The terms “gifted” and “talented” are appropriately used to refer to: Persons exhibiting an extraordinarily sophisticated level of a certain understanding and/or skill which manifested itself without having been “learned”, in the usual sense, or which was learned, but learned significantly earlier or faster than that of others of the same age or experience. High Ability Students encompasses more of the student population. These students may excel in academics with a combination of ability and determination to succeed.

RATIONALE FOR HIGH ABILITY EDUCATION

With proper guidance and education, they will become the movers and shakers of the future. In the world tomorrow, they will assume the mantle of leadership in the Arts and Sciences, Health, Religion, Education, Entertainment, Business, Industry and Politics. Their speed in organizing information, mastering concepts, vast degree of comprehension, high level of initiative and motivation, wide ranging curiosity and advanced level of achievement demand an instructional program that challenges as well as inspires them to be the best they can be.

ANNUAL SELECTION PROCESS

Screening / Nomination

To be considered, a student must meet at least 3 of the 5 following criteria:

1. ISTEP Pass+ (*Screening*)
2. Star Math – 2 grades above grade equivalency (*Screening*)
3. Star Reading – 2 grade levels above grade equivalency (*Screening*)
4. A CSI (Cognitive scale Index) score of 120 or higher
5. GPA of 3.75 – 4.0 or A Honor roll
6. Teacher recommendation
7. CogAt 96th percentile in Verbal Reasoning or Quantitative Reasoning or a composite of BOTH quantitative and non-verbal reasoning
8. In-View Cognitive Skills Index
9. Northwest Evaluation Association Tests (NWEA) 2 grade levels above
10. Kingore observation checklist

Advanced Placement courses are available for grades 9 –12.

Selection

Students are identified and selected for the Language Arts or Math programs during the spring each year.

High Ability “General Intellectual” – refers to students meeting the criteria in both Language Arts and Math.

All new enrollees will automatically be reviewed by the counselor for their program eligibility.

Principals will be responsible for final placement of students.

Alternate Selection

Following initial placement of students, a teacher or parent may recommend a pupil who does not meet standard selection criteria. The recommendation would then be taken to a review committee for placement consideration. The review committee, composed of the principal, a teacher and the counselor, would examine the recommendation and the principal would be responsible for the final placement decision

Student Removal

Students who are unable or unwilling to achieve the quality of work required in the Language Arts or Math Program may be removed in the following ways:

1. parent may request removal
2. teacher may request removal
3. student fails to meet minimum classroom expectations

If the teacher requests that the child be removed, the parent may ask for a hearing before the teacher, counselor and principal. Again, the principal's decision will be final.

Evaluation of Students

The selection process and assignment to the High Ability Program is completed annually.

LANGUAGE ARTS

Program Characteristics

The Language Arts curriculum is designed to encourage the high ability students to demonstrate their learning through a wide variety of communication modes.

Program characteristics include in-depth study of local, national and global issues; the promotion of higher order thinking skills (analysis, synthesis and evaluation); some self initiated study; awareness and appreciation of good literature; and an enhanced understanding and appreciation of people whose culture and view are different than theirs.

Behavioral Objectives

1. Students will develop an awareness and appreciation of a variety of good literature and global issues.
2. Students will be able to demonstrate the ability to use higher-level thinking skills including analysis, synthesis and evaluation.
3. Students will be able to demonstrate a superior level of performance in oral and written communication.

Student Products and Activities

High Ability students will engage in extended/differentiated activities that may be demonstrated in the following ways:

Grade K, 1 & 2:

- Publish nonfiction book with table of contents and glossary
- begin to conduct research items
- read chapter books
- create posters/ projects to show problem and solution

Grade 3:

- Honors Reading
- Power Point presentations
- Essay Contest
- Target Groups
- Science Fair Projects
- Publish – illustrations and author books
- Study Island
- Spelling Bees

Grade 4:

- Tall Tales
- Autobiography
- Historical Fiction
- Poetry

- Position Papers
- Surveys
- Research Papers
- Short Stories
- Classified Ads, Cards
- Distance Learning Activities
- State and National Poetry / Essay contests
- Book Club, Book Talk
- Geography Bee

Grade 5:

- Bound Books,
- Photo Essays,
- Plays, Set Design
- Poetry, Book Reports
- Essays, Letters, Research Papers
- Short Stories or Tall Tales
- Classified Ads
- Cards
- Distance Learning Activities
- State and National Poetry / Essay Contests
- Book Club and Geography Bee

Grades 6–8:

- Bound Books,
- News Broadcast
- Newspaper, Posters
- Video Programs
- Cartoons
- Diorama,
- Graphs, Maps, Mobiles, Models, Painting, Photo Essays
- Timelines
- Audio Tape
- Skit/Play, Critique
- Debate, Persuasive speech
- Autobiography
- Character Sketch,
- Dialogue, Essay, Journal/ Diary,
- Poetry, Research Papers,
- Book Club, Art Club, Chess Club, Academic Bowl
- Power Point presentation,
- Excel
- My Big Campus

- Document Based Essays
- Honors Choir, School play, Solo & Ensemble and Band/Marching Band.

MATHEMATICS

Program Characteristics

The mathematics curriculum is designed to engage high ability students in math activities and problem solving that promote higher order thinking skills. The program will offer modification in content, process and product beyond what is offered in the regular school program.

Behavioral Objectives

1. Students will develop an awareness and appreciation of the language of mathematics and its contribution to society.
2. Students will be able to demonstrate the ability to use critical and creative thinking skills in their efforts to solve problems.
3. Students will be able to demonstrate a superior level of performance in computation, numerical reasoning and application of math principals.

Student Products and Activities

The following are suggested projects and activities that may be carried out by the students who are selected:

Grade K, 1 & 2:

- Conduct experiments and gather data to share with other students
- Compare and contrast numbers above 100
- Gather data from real world problems and graph or chart results
- Understand basic concepts of geometry, attributes of shapes and how they change

Grade 3:

- Math Facts
- Common core Study Island
- Constructed Response
- Barter Fair

Grade 4: Advanced curriculum in:

- graphing and designing figures
- construction of 3-D figures (pyramids, vehicles, homes, animals, and insects)
- designing maps
- study of various math careers (architect, actuary, statistician, engineer, etc.) creation of quilt designs
- study of economics
- cooking projects
- Indiana Math League Contest
- Daily Oral Math
- surveys and organizing data
- hands on equations

Grade 5: Advanced curriculum in:

- money sense projects (plan a party or trip, cost of keeping a pet, currency exchange, catalog shopping)
- working with numbers (systems, patterns, models, graphs and spreadsheets)
- family project, music survey, occupations, leisure time),
- measuring (traveling the USA, cooking, sporting events, statistics, fitness, pop-up books)
- geometric designs (tessellation, quilt patterns, compass constructions)
- Indiana Math League contest
- Hands on equations
- Special projects/contests

Grade 6: Advanced curriculum in:

- Indiana Math League contest
- tangrams
- Algebraic equations
- Academic bowl
- Problem of the day
- Brainteasers

Grade 7: Pre-algebra curriculum in:

- Indiana Math League contest
- Hands on equations
- Academic bowl
- Special projects

Grade 8: Algebra curriculum in:

- Indiana Math League contest
- Hands on equations
- Problem of the day
- Academic bowl
- Special projects