

Seward Public Schools



High Ability Learner Program

Reviewed & Revised
May 2018

HAL Program Review Committee

Fall 2016 to 2018- on going

Dr. Matt Dominy	Curriculum/Staff Dev./Assessment Director
* Connie Biaggio	Special Services Director
Jessica Dominy	Elementary Principal
* Brad Vancura	Middle School Math Instructor
* Kyle Royuk	High School Math Instructor
Noelle Baker	High School Counselor
Nate Stepp	School Psychologist
Sarah Rising	Elementary 1st Grade Instructor
* Judy Rojewski	Elementary Resource Teacher
* Michelle Smith	Elementary 3rd Grade Instructor
Brittany Hajek	District Instructional Coach
Dr. Josh Fields	Superintendent
Brielle O'Donnell	Middle School Resource Instructor
* Laura Goracke	Middle School Science Instructor
Dr. Greg Barnes	Superintendent
* Pat Brauer	High School English Instructor
Erin Collings	District Instructional Coach

*** Designates District HAL Leadership Team Member**

Mission

Philosophy

Belief Notes

School District of Seward Mission Statement

The school district of Seward, in cooperation with parents and community, affirms that all students will have the skills to become productive and contributing members of a global community. The district is committed to the development of each student academically, emotionally, socially and physically.

Our statement of purpose, is "Every Student, Every Day, A Success." It will be an inspiration and driving force for all we do in the district and provide us with direction as we work toward our school improvement goals.

High Ability Learner Program Philosophy

We believe that students learn best when they are challenged and nurtured in methods that are commensurate with the levels of their abilities. It is the responsibility of the school to facilitate and/or provide opportunities to meet the needs of all identified high ability learners.

Belief Notes

From November of 2017 Committee Work

Elementary School Belief Notes

- Should NOT be additional/extra work
- Allocated HAL time should occur during the day
- Rigorous and meaningful
- Project Based
- Progress updates/parent communications
- Both guided and independent
- Recognition/celebrations
- Project Based
- Unique/different- need something that student does make (2nd semester only)

Middle School Belief Notes

- It should be embedded within the classroom instruction as well as outside school time.
- Deserve the opportunity to perform (sparks their interest)
- Meets social/emotional development as a whole.
- Teachers need time/support
- Upper 10%

- Bubble Kids?

High School Belief Notes

- Challenged with academic opportunities that meet their unique abilities. (not just in classroom but through extra-curricular activities such as quiz bowl, academic competitions, HAL college visits, etc.)
- Need something specific?
- 9-12 HAL College visits; one different each year.

General Notes

- Every student deserves the opportunity to grow.
- Foster passion for Learning early; pass the baton to students & their own choice.

Definitions

Nebraska Department of Education RULE 3

Regulations Governing the Identification of High Ability Learners

Title 92, Nebraska Administrative Code, Chapter 3

002 Definitions

002.01. Learner with High Ability. “Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully.”

[as defined in Nebraska revised Statute Sec. 79-1107 (3)]

002-02 Special Populations. Those students who, in order to meet their learning needs, may require different and/or special strategies.

Acceleration

Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature of gifted individuals. The practice of educational acceleration has long been used to match high-level students' general abilities and specific talents with optimal learning opportunities.

Curriculum Compacting

This important instructional strategy condenses, modifies, or streamlines the regular curriculum to reduce repetition of previously mastered material. “Compacting” what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.

Grouping

The practice of grouping, or placing students with similar abilities and/or performance together for instruction, has been shown to positively impact student learning gains. Grouping gifted children together allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students.

Identification

Identification is a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified.

Pull-Out and Other Specialized Programs

Programming options for gifted and talented students occur in a variety of ways, and research demonstrates the effectiveness of pull-out programs, specialized classes, and other special programs and schools and the curriculum these services use in raising student achievement.

Teacher Training/Staff Development

Teachers who know how gifted students learn and are well trained in gifted education strategies are critical to high-level gifted programs; however, most gifted students spend their school days in the regular classroom. Providing basic training for all teachers on recognizing and serving advanced students helps identify and more appropriately educate those students in the regular classroom.

Differentiation

An adjustment of the regular program as appropriate for the individual learner in terms of content, process, and/or product.

Twice Exceptional

High ability students who also have conditions that interfere with their ability to learn (learning disabilities, ADHD, processing difficulties, etc.)

Enrichment

Provision of in-depth and/or multi-disciplinary exploration of content or courses and/or experiences beyond those provided in the regular curriculum.

Goals

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Responsibilities

Goals

The Learner Will:

- Be able to use critical inquiry
- Approach/solve a problem/task in a creative manner
- Be able to formulate and defend opinions
- Develop connections between present learning and previous learning
- Be able to employ personal learning strengths
- Be willing to take risks in his/her areas of talent
- Be able to express the need/want to be challenged
- Have gained the self-confidence to continue his/her interests in areas of talent
- Improve problem solving and decision making abilities
- Demonstrate the ability to work independently and with others
- Employ technology to enhance learning
- Develop understanding of and the ability to work with diverse cultures
- Communicate effectively (written, oral, pictorial, and/or non-verbal)
- Demonstrate growth in talent areas
- Be exposed to careers related to talent areas

Responsibilities of the Teacher

- Display knowledge of the characteristics of high ability learners.
- Recommend students for inclusion in the High Ability Learner Program with consideration of equity across all students.
- Become aware of the needs and interests of identified students.
- Participate in the development of each student's High Ability Learner Plan (HALP).
- Provide extended opportunities for learning through compacting of the regular curriculum where appropriate.
- Assist the student in finding direction through discussion, suggestions, provisions for time, and materials.
- Remember that the High Ability Learner student should be provided with different activities /projects/assignments, not more.
- Monitor the student's progression on differentiated activities and projects.
- Share progress on the HALP with parents at regular parent-teacher conference times, as well as other times, when appropriate.

Responsibilities of the Student

- Provide data relative to needs, interests, and task commitment.
- Demonstrate awareness that all children have special gifts/talents.
- Demonstrate a willingness to learn.
- Demonstrate mastery of the regular curricular requirements.
- Use time, materials, and opportunities for different projects/activities to challenge your capabilities.
- Develop a plan for a project, and complete it in an appropriate amount of time.
- Maintain communication with teachers and parents regarding your interests, your needs, and your progress on activities. Provide input in relation to the HALP(High Ability Learner Plan)
- Evaluate your work on a continual basis.

Responsibilities of the Parent(s)

- Provide data relative to their child's needs, interests, and attributes.
- Participate in the review of the High Ability Learner Plan (HALP)
- Provide opportunities for enrichment in the family setting.
- Assist the child through discussion, suggestions, and encouragement.
- Provide feedback for the teacher at regular parent-teacher conference times, as well as other times, when appropriate.

Staff Development

All teachers should be able to:

1. recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs;
2. design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
3. select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.

High Ability
Learner
Program
Timeline

HAL Program Annual Timeline

September 10th

Grade Level/Subject area HALP Plans reviewed and updated across Grades 3-8

September 15

Rule 3 001.04 (paraphrased)

- Within thirty (30) days of each school year, administrators will make available to classroom teachers a list of identified students and their area(s) of identification.

Rule 3 004.06

- Within the first thirty (30) days of each school year, administrators will notify parents/guardians that their child has been identified, how they were identified and possible educational strategies may be included.

October 1st, December 15th

- Send reminders to teachers in each building to nominate potential HALS
- Grades 3-12 Math/Language Arts
- Grades 5-12 Math/Language Arts/Science
- Winter NWEA needed for December Nominees

October 15th, January 31st

- Nominations are due
- Send letters to teacher/parent/student to request data
- Collect data from student files

November 1st & February 1st

- All collected data from nominees due
- Meet with leadership team to review nominees

November 15th, February 15th

- Notify parents/guardians of results of nominee review
- Indicate area(s) of identification or not recommended for review in twelve months
- Notify classroom teachers of identified students and area(s) of identification

November

- Hold district wide parent meeting

April/May

- Evaluate second graders with CoGat

May 15th

- Get updated list of HAL students to teachers, building principals, counselors, and secretaries for the next school year
- Grades 9-12 HALP plan updated for coming academic year

Move In Timeline Grades 3-11

Before October 1st

Data Points Needed:

- September NWEA
- Portfolio of work
- Pre ACT
- Teacher Form
- Student Form
- Parent Form

After October 1st for December Nominations

Data Points Needed:

- Winter NWEA
- Portfolio of Work
- Pre ACT
- Teacher Form
- Parent Form
- Student Form

Identification

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Implementation

Identification and Implementation

Identification and implementation of the High Ability Learner Program will be facilitated by the District wide Leadership Team for High Ability Learners consisting of elementary, middle school, and high school teachers, and the High Ability Learner coordinator. The identification process includes multiple criteria in an effort to be inclusive rather than exclusive. The process is based on a combination of standardized instruments and non-standardized means and criteria.

Nominations for the High Ability Learner Program will be due October 15th, and December 15th of each academic year. The December timeline is specifically added to address move in students that may have fewer supporting materials /testing data or arrive after the October nomination period. The goal is to be equitable in offering identification and services for all Seward students.

Leadership Team will review all supporting materials for possible identification and the data matrix during the months of November and February. The supporting materials include the Teacher nomination form, parent survey form, student survey form, a writing sample if appropriate, NWEA testing data and state testing data.

A specific data point for third grade nomination consideration will be a Cogat score. In the spring of each academic year the Cogat will be given to those second grade students who score in the top 25% of their class based on their spring NWEA. Those students who may score in the 90th percentile on the Cogat will then become automatic nominees for the next school year.

When a student is identified, parents are notified in writing and a copy of an applicable specific grade level/ subject area High Ability Learner Plan (HALP) is included with the letter sent.

The curriculum for identified High Ability Learner students incorporates the core curriculum of the classroom with a differentiated curriculum and such differentiation is what is outlined on the HALP by each grade level/subject area teacher across grades 3-8. High school plans are outlined across grade 9-12 advanced course/dual credit course offerings.

Similar written notification is mailed out annually within the first 30 days of school to the parents of all identified students. These letters also include

copies of applicable grade level/subject area plans. It may be that one parental letter could include up to three plans for a student in grades 5-8 (math, language arts & science) and up to two for students in grades 3-4 (math & language arts). Students in grades 9-12 will have a single High Ability Learner plan that directly ties to their identification areas and their Seward High School Personal Learning Plan as noted above.

If a student does not meet criteria for identification, the Leadership Team does have the option of recommending monitoring that student for one year and then the student's data will be updated the next year and a second formal file review will occur by the Leadership Team. The Team then would recommend non-identification or identification following the second review.

Regardless of the outcome of any formal nomination review, parents are notified in writing the results of the HAL Leadership Team decision and the decisions are shared with all appropriate teachers.

Evaluation

Evaluation of the High Ability Learner Program will be an ongoing process using research based information about programming, and input from administrators, teachers, parents and students via perception data surveys and self evaluation /assessment by the HAL Leadership team with expanded district membership.

Programming decisions will be based on information received through the evaluative process and compliance to state goals and objectives according to Rule 3.

Appeal

An appeal of a non-identification decision by the District wide Leadership Team for the High Ability Learner can be presented for consideration at anytime. A written request for appeal should be sent to the High Ability Learner Coordinator. The HAL Coordinator will then contact the HAL Leadership Team regarding a reconsideration meeting. A recommendation for a cognitive assessment may be made as part of this appeal process.

Nomination Review Matrics

MATH

Student Name	Grade	MAP	MAP	MAP	NeSA	NeSA	NeSA	NeSA	Teacher Grade	Teacher Rating	Student Rating	Parent Rating	Total Qualified	
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N
		0	0	0	0	0	0	0	0	0	0	0	0	Y / N

MAP & NeSA Percentile Rank Weighted Score	Teacher Grade	Teacher Rating	Student Rating	Parent Rating
75-81= 1	97-100= 2	Superior= 4	3.50-4.00= 4	3.50-4.00= 4
82-88= 2	90-96= 1	High Average= 3	3.00-3.49= 3	3.00-3.49= 3
89-94= 3	Below	Average= 2	2.50-2.99= 2	2.50-2.99= 2
95+= 4	90= 0	Below Average= 1	2.49-2.00= 1	2.49-2.00= 1

***Given a nomination of a student with 3 MAP Scores and 2 NeSA score, their collective score with Teacher Grade and Rating should be at least 19 points in order to proceed with nomination.

**Teacher
Nomination
Form**



Core Content Area Teacher Nomination
High Ability Learner Program
Seward Public Schools

Student Name _____ Gender _____ Grade _____

Date _____ Person(s) Completing Form _____

Curriculum Area: Math (3-12) _____ Science (5-12) _____ Language Arts* (3-12) _____

* Please attach a writing sample for Language Arts nominations

Directions: Please circle the HAL characteristics under each section that describe this student. More than one characteristic may be circled within each section.

Fluency		Comments
* Able to generate many ideas to solutions and problems	* May dominate others * May have difficulty bringing task to closure	
Flexibility		
* Has high tolerance for ambiguity * Challenged by new ideas * Friendly and outgoing * Understands and accepts reasons for change * Anticipates outcomes	* May be impatient with details or restrictions * Sometime too eager to accept new social ideas * Problems in evaluating new peer relationships * May be over-enthralled with new concepts	
Originality		
* Able to express ideas in unique and unusual ways	* May be considered unusual or "silly" by peers and teachers * May refuse to accept authority and be non-conforming	
Elaboration		
* Able to add detail beyond expectations	* May use descriptive details in excess	
Curiosity		
* Intensely interested in a wide variety of things * Asks many questions	* May interrupt or ignore classroom activities to pursue individual interests	
Imagination		
* Foresees new possibilities * Takes pleasure in intellectual activities	* May be considered unproductive and "silly"	

Knowledge		
* Has knowledge which is unusually advanced for age	* May be intolerant of others * May become inhibited in sharing information	
Skills		
* Above average * Able to progress at a more rapid pace * Long attention span * Ability to plan, organize, execute, and judge * Goal directed and self-reliant * Preference for individualized work	* May dominate others because of abilities * May be bored with routine and repetitive tasks * Resistance to interruption * Need for freedom of choice and movement * Nonconforming behavior can lead to parent and peer pressure	
Social Relationships		
* Relates positively to peers and adults * Keen sense of right and wrong * Awareness of global social issues	* May have difficulty relating to peers and adults * May argue about their rights and want to examine conventional behavioral requirements * Need to discuss their own values and values of others by examining experiences and ideas	
Task Commitment		
* Persistent, self-motivated and able to stay on task	* May have difficulty bringing task to closure	

Classroom Achievement: Indicate the range of student's classroom achievement.				
• Math	97-99	94-96	91-93	85-90
• Lang/Rdg	97-99	94-96	91-93	85-90
• Science	97-99	94-96	91-93	85-90

In comparison to other HAL students you have nominated, how would you rank this nominee?

Circle one overall: Superior High Average Average Below Average

Parent Survey Form



Core Content Area Parent Nomination
High Ability Learner Program
Seward Public School

Student's Name _____ Grade _____

Parent's Name _____ Date _____

Gender : ___ Male ___ Female

Directions: Please circle the appropriate number as it best describes the student. Use the following scale:

- 1=Seldom or Never
- 2=Sometimes
- 3=Quite Often
- 4=Almost Always

On the lines below each item, please give examples if applicable.

1. Shares lots of ideas	1	2	3	4
2. Uses a large vocabulary	1	2	3	4
3. Observes details'	1	2	3	4
4. Asks a lot of questions about a wide range of interests	1	2	3	4
5. Sees problems others often do not	1	2	3	4
6. Solves problems with imagination and new ideas	1	2	3	4
7. Easily bored with routine tasks	1	2	3	4
8. Sets high goals for self in desired activities	1	2	3	4
9. Shows interest in global issues such as politics and the environment, etc	1	2	3	4
10. Expresses his/her own opinion	1	2	3	4
11. Becomes absorbed in certain topics or projects	1	2	3	4
12. Quickly masters and can easily remember factual information	1	2	3	4
13. Displays a high interest in reading	1	2	3	4
14. Has a strong motivation to learn	1	2	3	4
15. Exhibits a positive self-image	1	2	3	4

Parent's Signature _____

Date _____

Student Survey Form



Core Content Area Student Nomination
High Ability Learner Program
Seward Public School

Self Evaluation

Name _____ Grade _____ Date _____

Please indicate below how you see yourself. Circle the appropriate response.
Use the following scale: 1 = Strongly Disagree

- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

- | | | | | |
|---|---|---|---|---|
| 1. Other people recognize that I am an intelligent person | 1 | 2 | 3 | 4 |
| 2. I am one who likes to work independently on special projects | 1 | 2 | 3 | 4 |
| 3. I am able to take charge of planning a project | 1 | 2 | 3 | 4 |
| 4. I don't mind being different from other people | 1 | 2 | 3 | 4 |
| 5. I like to study subjects that are challenging or even difficult | 1 | 2 | 3 | 4 |
| 6. I feel strongly about things and often express my feelings even if I think others disagree | 1 | 2 | 3 | 4 |
| 7. I spend more time than I would need to on assignments because I enjoy learning | 1 | 2 | 3 | 4 |
| 8. I learn rapidly and easily | 1 | 2 | 3 | 4 |
| 9. I am generally self-confident | 1 | 2 | 3 | 4 |
| 10. I am goal oriented | 1 | 2 | 3 | 4 |
| 11. I have good communication skills | 1 | 2 | 3 | 4 |

Student Nomination
Short answer

1. What subjects or areas of study do you do well in at school?

2. What do you like to learn about on your own?

3. What do you know a lot about?

4. What are your goals while you are a student?

5. What plans do you have for the future?

6. What would you change about your school studies if you could?

7. Other comments

Student's Signature

Date

**Seward Schools
High Ability Learner
Plan
(HALP)
Blank Sample**



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject:

Academic Year:

HAL Educational Strategies:

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

HALP
High Ability Learner
Plan
High School



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade(s): 9 - 12

Academic Year: 2018-19

HAL Educational Strategies:

9th Grade	10th Grade	11th Grade	12th Grade
<p>Advanced Placement Course Offerings: AP Human Geography</p>	<p>Advanced Placement Course Offerings: AP Human Geography AP US History Pre-1877 AP US History Post-1877 AP Environmental Science</p> <p>Dual Credit Offerings: Horticulture (16+ years)</p>	<p>Advanced Placement Course Offerings: AP Human Geography AP US History Pre-1877 AP US History Post-1877 AP Environmental Science AP Biology AP Calculus AP Statistics</p> <p>Dual Credit Offerings: AP US History Pre-1877 AP US History Post-1877 AP Calculus College Algebra Horticulture Agronomy Academy Music Theory Spanish IV?</p>	<p>Advanced Placement Course Offerings: AP Human Geography AP US History Pre-1877 AP US History Post-1877 AP Environmental Science AP Biology AP Calculus AP Statistics AP Lit and Composition</p> <p>Dual Credit Offerings: AP US History Pre-1877 AP US History Post-1877 AP Calculus College Algebra Horticulture Agronomy Academy Music Theory Spanish IV?</p>
<p>Extra-Curricular: Speech Team, Skills USA, FCCLA, FBLA, FFA, Quiz Bowl, AMC Math Contest, Academic Decathlon(12th), State Fair Contests</p>			

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

HALP
High Ability Learner
Plan
Middle School
Grades 5 thru 8

Language Arts, Math,
Science



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 5th Language Arts

Academic Year: 2018-2019

HAL Educational Strategies:

Writing:

- **Different vocabulary list compiled from higher level readings / articles in class. In small groups students will complete vocabulary sheets together (meanings, POS, example, non-example, & morphed words) and teacher confirms words, etc. for test.**
- **Encouraged to participate in essay contests inside & outside of school (Patriot's Pen, etc.)**
- **Encouraged to participate in County Spelling Bee.**
- **Help teacher conference with students (one-on-one or small group) / give feedback to other students.**

Reading:

- **Self-selected independent book project presented in class each quarter using Golden Sower books**
- **Read advanced leveled readers in class.**
- **Encouraged to participate in Images of Greatness during 5th grade year.**
- **Encourage to participate in reading Golden Sower books/AR quizzes to be invited to end of year celebration.**
- **Encouraged to try-out for Reading Classics competition.**

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 5th Math

Academic Year: 2018-2019

HAL Educational Strategies:

Math:

- **Students may research / design a math game or activity and teach it to the group of 5th grade students.**
- **Students may create challenging math problems for the school's "Tinkle Times" newsletter.**
- **Students may research and report on mathematicians lives and their contributions to math.**
- **Students may create bell ringer problems for the 5th grade class.**
- **Students may complete curricular enrichment practice sheets.**
- **Students may complete enrichment practice sheets that are in the 6-8 grade math level.**

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 5th Science

Academic Year: 2018-2019

HAL Educational Strategies:

Science:

- **Students may create a slideshow demonstrating what they learned during a science field trip.**
- **Students may present a student-selected science topic to the class once a quarter.**
- **Students may explore and report on different scientific career opportunities.**
- **Students may research and report on a scientist and their contributions to science.**
- **Students may research a current event science concept and present to the class.**

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP
6th Grade Math**

Academic Year: 2018-19

HAL Educational Strategies:

- Students may research/design a math game or activity and teach it to a group of students.
- Students may create self-selected or self-designed challenge activities and/or projects.
- Students may create challenging math problems for the school's "Tinkle Times" newsletter.
- Students may research and report on mathematician's lives and their contributions to math.
- Students may create brain teasers to be distributed to ZAP classes.
- Students may use ZOOM to help mentor math intervention students at the elementary level.
- Students may complete curricular enrichment practice sheets.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 6th Reading

Academic Year: 2018-2019

HAL Educational Strategies:

Different vocabulary list compiled by students from their readings in different areas/interest levels of student.

****Students will compile words (meanings, POS, example, non-example, & morphed words (writing class**

Encouraged to try out for and participate in the County Spelling Contest

Encouraged to participate in essay writing contests inside and outside of school--Patriot's Pen, etc as presented to teachers

Encouraged to read higher-level books for AR (reading)

Encouraged to do additional book projects or author talks with AR books (reading)

Offered advanced leveled readers through reading program (reading)

Encouraged to read Reading Classics book list and try out for team (reading)

Help teacher conference with students (one-on-one or small group) give feedback when appropriate times in writing. Serve as peer model for other students in small group situations.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 6th Science

Academic Year: 2018-2019

HAL Educational Strategies:

The student will take a pretest at the beginning of each science chapter and if he/she gets a 95% or above on the pretest he/she will advance to option #2 or #3. If he/she does not show mastery of the subject he/she will proceed through the chapter with the regular curriculum. He/she will be continually monitored for mastery of the subject.

Other options during the year. Please check options the student would like to participate in.

- Option # 1 – The student will participate in Images of Greatness during the second semester of the school year.
- Option # 2 – The student will be given enrichment sheets to help him/her work beyond the regular science chapter curriculum if the pretest score indicates mastery.
- Option # 3 – If the pretest score indicates mastery the student may choose a science research project based on the chapter being studied at the time. After researching, he/she will give a presentation to the class. The student will be required to site 3 sources of information such as internet websites, encyclopedias, science books, periodicals, etc.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 7th ELA

Academic Year: 2018-2019

HAL Educational Strategies:

- Students may create mentor sentences for the class to analyze**
- Students may create riddles to be passed out during ZAP**
- Students may research an author and present their findings to the class during enrichment time**
- Students may create an ELA themed informational poster to be hung in the 7th grade hallway (ex: timeline of authors, current events, brain builder bulletin board)**
- Students may create an educational themed bulletin board to be displayed in the 7th grade hallway**
- Students may attend the Plum Creek Literacy Festival**
- Students may join the Reading Classics team**
- Students may participate in the Seward County Spelling Bee**
- Students may collaborate with Mrs. Wehrbein to teach a vocabulary lesson to their class period**
- Students may participate in Images of Greatness**

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 7th grade Science

Academic Year: 2018-2019

HAL Educational Strategies:

- 1. For Image of Greatness, choose a scientist to do their presentation on.**
- 2. Make a scientist display for the classroom.**
- 3. With a group of HAL students, make a timeline in the Science room or hallway showing different famous Science events throughout history.**
- 4. Make Science brain teasers to share with classes during ZAP.**

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 7th Math

Academic Year: 2018-2019

HAL Educational Strategies:

- **Students may create brain teasers to hand out during ZAP.**
- **Students may construct challenging math problems based on new concepts learned.**
- **Students may develop mathematical games to be played during enrichment.**

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 8th Grade Math

Academic Year: 2018-2019

HAL Educational Strategies:

Students may be provided with adjusted assignments related to content, process, and/or product which address his/her individual characteristics, needs, abilities, and interests.

Students may be provided with a menu of options when completing class assignments.

Students may create math problems/brain teasers to be distributed to ZAP classes.

Students may research and report on mathematician's lives and their contributions to math.

Students may participate on the quiz bowl team.

Students may practice or create math tricks and games to be used during class, other grades, or during ZAP.

Students may create a math lesson that can be taught in class or in other math classrooms.

Students may have access to technology and other resources geared toward a higher grade level.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 8th Language Arts

Academic Year: 2018/2019

HAL Educational Strategies:

- Reading assignments with higher lexiles will be provided to HAL students.
- HAL students will be strategically grouped.
- HAL students may attend Plum Creek Literacy Festival.
- HAL students may participate in the Seward County Spelling Bee.
- HAL students may participate in Reading Classics.
- HAL students may complete a research project on an author or novel in enrichment class.
- HAL students may create Language Arts themed quizzes on www.quizziz.com for the class to complete.
- HAL students may conduct research in an interest area and write a report in lieu of a teacher-selected topic.
- HAL students may create Mad Libs to be distributed to ZAP classes.
- HAL students may select mentor texts to create higher level writing in a variety of genres.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 8th Grade Science

Academic Year: 2018-2019

HAL Educational Strategies:

Students may be provided with adjusted assignments related to content, process, and/or product which address his/her individual characteristics, needs, abilities, and interests.

Students may be provided with a menu of options when completing class projects.

Students may use the steps of technological design to invent something during enrichment.

Students may complete a science fair project and compete in a science fair.

Students may research science topics based upon individual interests.

Students may develop and conduct science investigations related to science content standards.

Students may have access to technology and other resources geared toward a higher grade level.

Students may be given the option to submit and complete criteria on a learning contract in order to develop interest in a particular area of science.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

HALP
High Ability Learner
Plan
Elementary
Grades 3 & 4

Language Arts Math



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 3rd Grade Math

Academic Year: 2018-2019

HAL Educational Strategies:

-Each day students will receive math enrichment activities in small groups.

-Students will be provided enrichment and problem-solving opportunities during center times to push their skills.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 3rd Grade Reading

Academic Year: 2018-2019

HAL Educational Strategies:

-Each day students will receive reading enrichment activities in small groups.

-Students have the opportunity to complete a reading-research/poster project, book review project, or participate in writing contests.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 4th Grade Math

Academic Year: 2018-2019

HAL Educational Strategies:

Each day students will receive Math enrichment activities in small groups.

Students may complete the beginning of Topic math research project, at the start of each math units.

Students may complete the math-5 day problem solving activity during math center time.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____



**Seward Public Schools
High Ability Learner Plan
HALP**

Grade/Subject: 4th Grade Reading

Academic Year: 2018-2019

HAL Educational Strategies:

Each day students will receive Reading enrichment activities in small groups.

Students may complete a reading- research/poster project, book review project, or participate in writing contests.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

Initial Nomination Letter to Parents

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434
Phone: (402) 643-2941
FAX: (402) 643-4986



Connie Biaggio
Director of Special Services
ELL, Title I, Special Education, HAL, 504,
Early Childhood

Parents/Guardians of «First_Name» «Last_Name»
«Address»
«City», «State_» «Zip».

Dear Parents/Guardians,

«First_Name»'s teacher(s) recommend(s) that «First_Name» be a part of our High Ability Learner Program (HAL). The process involves a team of six teachers: two each from the elementary, middle and high schools and the Special Services Director, which make up the HAL Leadership Team.

The Leadership Team will be screening our nominations in the next few weeks. In order that the team members may have further guidance as they make their decisions, we ask that you complete the enclosed parent form. Also enclosed is a self-evaluation for «First_Name» to complete. Please return the forms in the enclosed envelope by October 31st, 2017.

The Leadership team reviews a rubric that highlights teacher, parent/guardian and student ratings, NWEA (Northwest Evaluation Association)/MAP (Measure of Academic Progress) scores, current classroom grades, and work samples, when appropriate. All of these pieces are delineated as Superior, High Average, Average, and Below Average. Scores/ratings of 97-99 are superior and below average are 85-90 in our district. The team will consider the combination of evidence in order to make a decision regarding inclusion in the program.

It is important for parents to understand that the School District of Seward believes that all children have special gifts/talents and that it is the responsibility of the district to meet the needs of each student. Should «First_Name» not be recommended by the screening team for inclusion in the formal High Ability Learner Program it will still be the responsibility of the teacher to meet «First_Name»'s needs in whatever way necessary.

Should «First_Name» qualify for the High Ability Learner Program you will be provided with a copy of the current grade level HALP (High Ability Learner Plan) for the appropriate identified subject area. We look forward to working with you to optimize the education for «First_Name».

Please return the nomination forms to me by October 31st, 2017.

Sincerely,

Connie Biaggio
Special Services Director

Identification Letter To Parents

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434
Phone: (402) 643-2941
FAX: (402) 643-4986



Connie Biaggio
Director of Special Services
ELL, Title I, Special Education, HAL, 504,
Early Childhood

DATE

Parents/Guardians of «First_Name» «Last_Name»
«Address»
«City», «State_» «Zip»

Dear Parent/Guardian:

Following the review of «First_Name»'s High Ability Learner (HAL) application, the Leadership Team for HAL has determined that «First_Name» should be identified in the area(s) of:

«Area 1»

«Area 2»

«Area 3»

The Leadership Team is comprised of teachers from Seward Elementary, Seward Middle School, and Seward High School.

«First_Name»'s teachers have been notified. Attached please find the <grade> HALP (High Ability Learner Plan) for <Subject Area>.

A copy of the HAL Program information is available on the Seward Public Schools website. The information can be found on the "Our District" tab, located in Special Services, under the High Ability Learner page.

Please feel free to contact me by phone at my office at 402-643-2968 or by email at connie.biaggio@sewardschools.org.

Sincerely,

Connie Biaggio
Director of Special Services

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434
Phone: (402) 643-2941
FAX: (402) 643-4986



Connie Biaggio
Director of Special Services
ELL, Title I, Special Education, HAL, 504,
Early Childhood

Nov. 21, 2016

Parents/Guardians of «First_Name» «Last_Name»
«Address»
«City», «State_» «Zip»

Dear Parent/Guardian:

Following the review of «First_Name»'s High Ability Learner (HAL) application, the Leadership Team for HAL has determined that «First_Name» should be identified in the area(s) of:

«First_Name» «First_Name» «First_Name» «First_Name»

Please note, <Subject Area> is an **additional** area since the beginning of this academic year.

The Leadership Team is comprised of teachers from Seward Elementary, Seward Middle School, and Seward High School.

«First_Name»'s teachers have been notified. Attached please find the <grade> HALP (High Ability Learner Plan) for <subject area>.

A copy of the HAL Program information is available on the Seward Public Schools website. The information can be found on the "Our District" tab, located in Special Services, under the High Ability Learner page.

Please feel free to contact me by phone at my office at 402-643-2968 or by email at connie.biaggio@sewardschools.org.

Sincerely,

Connie Biaggio
Director of Special Services

**Monitor
Parental
Letter**

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434
Phone: (402) 643-2941
FAX: (402) 643-4986



Connie Biaggio
Director of Special Services
ELL, Title I, Special Education, HAL, 504,
Early Childhood

DATE

Parents/Guardians of:
STUDENT NAME
Street Address
City, ST ZIP

Dear Parents/Guardians,

Following the review of several assessments, the High Ability Learner (HAL) program Leadership Team recommended that STUDENT NAME be monitored in the area(s) of AREA for reevaluation in MONTH YEAR. If STUDENT NAME is identified after the monitoring period, you will receive notification by mail. The Leadership Team is comprised of teachers from Seward Elementary, Seward Middle School, and Seward High School.

STUDENT NAME's teachers will be encouraged to continue to provide STUDENT NAME with appropriately challenging material.

A copy of the HAL Program information is available on the Seward Public Schools website. The information can be found on the "Our District" tab, located in Special Services, under the High Ability Learner page.

Please feel free to contact me by phone at my office at 402-643-2968 or by email at connie.biaggio@sewardschools.org.

Sincerely,

Connie Biaggio
Director of Special Services

Non-Identification Letter

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434
Phone: (402) 643-2941
FAX: (402) 643-4986



Connie Biaggio
Director of Special Services
ELL, Title I, Special Education, HAL, 504,
Early Childhood

DATE

Parents/Guardians of:
STUDENT NAME
Street Address
City, ST ZIP

Dear Parents/Guardians:

Following the review of STUDENT NAME's High Ability Learner (HAL) application, the Leadership Team has determined that STUDENT NAME should not be identified at this time. The Leadership Team is comprised of teachers from Seward Elementary, Seward Middle School, and Seward High School.

STUDENT NAME's teachers have been notified and will be encouraged to continue to provide appropriately challenging material.

A copy of the HAL Program information is available on the Seward Public Schools website. The information can be found on the "Our District" tab, located in Special Services, under the High Ability Learner page.

Please feel free to contact me by phone at my office at 402-643-2968 or by email at connie.biaggio@sewardschools.org.

Sincerely,

Connie Biaggio
Director of Special Services

Annual Fall Parental Letter

Special Services Department
Office (402) 643-2968
Fax (402) 643-4906



School District of Seward
410 South Street
Seward, NE 68434

Connie Biaggio, Special Services Director

August 29, 2018

«Parents»
«Street»
«City», NE «Zip»

Dear «Parents»:

This communication from the Leadership Team for High Ability Learners is to notify you that «First» continues to qualify in the area(s) of:

«Area_1» «Area_2» «Area_3» «Area_4»

The School District of Seward believes that children learn best when they are challenged and nurtured in methods that are commensurate with the levels of their abilities. It is the responsibility of the school to facilitate and/or provide opportunities to meet the needs of each high ability learner. «First»'s teachers have been notified of this identification and attached please find the <grade> HALP (High Ability Learner Plan) for <subject area>.

If you have any questions or concerns please feel free to contact me by phone at my office at 643-2968 ext. 213, or by email at connie.biaggio@connectseward.org if you have any questions or concerns. My mailing address is 410 South St., Seward, NE 68434.

Sincerely,

A handwritten signature in black ink that reads 'Connie R. Biaggio'.

Connie Biaggio
Special Services Director

Pamphlet

Dr. Josh Fields
Superintendent
josh.fields@swardschools.org

Connie Biaggio
Director of Special Services
connie.biaggio@swardschools.org

Below is a sampling of student activities that Seward Public Schools High Ability Learner Program has supported over the past few years:

- * Attendance at the University of Nebraska-Lincoln Math Day
- * Participation in the Images of Greatness Program
- * Art Mentorship class offering
- * Participation in the MAA American Mathematics competitions
- * Participation on multiple Quiz Bowl teams at the Middle School and High School
- * Attendance at the GFWs Nebraska Federation of Woman's Clubs Leadership Conference
- * Participation in the Nebraska Academic Decathlon Competition
- * Middle School Science Olympiad



School District of Seward

Division of
Special Services
High Ability Learner
(HAL) Programming

School District of Seward
410 South Street
Seward, NE 68434
(402) 643-4906



Seward Public School - HAL Program Philosophy -

Identification

"We believe that children learn best when they are challenged and nurtured in methods that are commensurate with the levels of their abilities. It is the responsibility of the school to facilitate and/or provide opportunities to meet the needs of each of our students."

The program seeks to achieve excellence by building upon the strengths and the interests of the students and by focusing on the delivery of four major services to the students:

- * Identifying student's academic strengths, interests, and learning styles
- * Differentiation of curriculum content
- * General exploratory activities
- * Group activities that develop high level of thinking and affective processes
- * Individual and small group investigation of real problems

The District-wide Leadership Team facilitates identification and implementation of the High Ability Learner Program for the High Ability Learner. The Leadership Team consists of Elementary, Middle, and High School Teachers, and the Special Services Director. The identification process includes multiple criteria in an effort to be inclusive rather than exclusive. The process is based on a combination of standardized instruments and non-standardized means and criteria.

Nominations for the High Ability Learner Program are received early October of each academic year and a December nomination period occurs for move-in students in the Special Services Office.

Following the receipt of the nominations, the Leadership Team reviews all supporting materials for possible identification. Nominees are considered for HAL designation in Mathematics, Language Arts, and Science.



Programming

Beginning at grade 3, High Ability Learner students incorporate the core curriculum of the classroom with a differentiated curriculum/activities. Prior to Grade 3, High Ability Learners are nurtured through differentiated curriculum and enrichment activities.



**Differentiated
Curriculum
And
Acceleration/Enrichment
Activities**

Updated 2017-2018



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Updated 1/31
2017-2018

Differentiated Curriculum	
Seward Elementary School Grades K-4	
Reading	<ul style="list-style-type: none">• Pearson Reading Street is the program used by teachers in grades K-4. This program, and aligned curriculum written by teachers, follows the Nebraska State Standards for Reading. All students are exposed to this curriculum in their classroom for 90 minutes per day.• Students are assessed in a variety of ways in Reading, including the following:• AIMSWEB literacy screener given 3 times a year to students grades K-4. This assessment measures various phonemic awareness, phonics, comprehension, and fluency skills.• Reading Street assessments are given frequently throughout the year. Students in grades 1-4 take weekly assessments on the story they are working on in class, as well as unit tests every 6 weeks that include skills that were previously taught.• Teachers also informally assess students constantly while providing reading instruction.• Teachers use assessment to guide instruction. Students receive instruction based on their assessment results.• If a child needs more challenging instruction, the following options are available to them:<ul style="list-style-type: none">• Higher level questioning strategies during guided reading opportunities• Advanced text level in guided reading and independent reading books• More challenging classroom assignments using higher level text• Extension projects where applicable• Students participate in higher level independent reading stations• More challenging spelling words or alternative spelling list• Accelerated Reader goal setting to match reading ability
Differentiated Curriculum	
Seward Elementary School Grades K-4	
Writing	<ul style="list-style-type: none">• Our writing program, Step Up to Writing and curriculum written to align, are used daily in grades K-4 for 45 minutes per day. Students are exposed to a variety of writing modes (i.e. narrative, expository, how-to, etc.) throughout the year.• Students in grades 1-4 are assessed 3 times a year using an all school writing assessment. Kindergarten students participate in the assessment in the winter and spring. The assessments are used to measure student growth throughout the year and guide instruction to match student needs.• Students are provided writing instruction based on their writing abilities. Students are individually conferenced with many times throughout each quarter to identify individual needs and set goals for writing. Students are often pulled into small groups to work on similar writing skills, or be provided with more challenging instruction.



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum	Seward Elementary School Grades K-4	
Math	<ul style="list-style-type: none">• Pearson Envisions is the program that Seward Elementary uses for math instruction. The program, and aligned curriculum, follow the Nebraska State Standards for math. Students at Seward Elementary are provided with approximately 90 minutes of math instruction per day (60 minutes for Kindergarten).• Students are assessed often throughout the year in math, including:<ul style="list-style-type: none">◦ Chapter tests and quizzes◦ Pre-assessments and post-assessments◦ Unit tests◦ Informal assessments throughout the year• Teachers use assessment to guide instruction. Students who are in need of high level instruction may receive it in the following ways:<ul style="list-style-type: none">◦ Instructional grouping based on ability level◦ Extension projects to extend learning◦ Higher level instruction and classwork◦ Higher level questioning strategies at student level◦ Advanced level independent work station assignments	



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum					
	K	1st	2nd	3rd	4th
Science	Science and Social Studies are integrated into Math and Literature		<ul style="list-style-type: none"> Integration of content areas Research projects Use of technology 	<ul style="list-style-type: none"> Integration of content areas Research projects Use of technology Extends daily assignments to a higher level of Bloom's taxonomy 	<ul style="list-style-type: none"> Research Projects Science Fair exhibits Science experiments (demonstration / explanation) Computer and textual reports Data recording and interpretation Biographies Supplemental videos
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)					
	K	1st	2nd	3rd	4th
Science	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Seward Elementary Science Fair 	<ul style="list-style-type: none"> Do research on a variety of science related topics Participate in State Fair Science display competition 	<ul style="list-style-type: none"> Participate in State Fair Science Display competition 	<ul style="list-style-type: none"> Participate in State Fair Science Display competition 	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Participate in science competition



**Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School**

Differentiated Curriculum					
	K	1st	2nd	3rd	4th
Social Studies		<ul style="list-style-type: none"> Integration of content areas Research projects Use of technology Other books, media center Family supported projects 	<ul style="list-style-type: none"> Integration of content areas Research projects Use of technology 	<ul style="list-style-type: none"> Children can look up information in the encyclopedia or other books or media and find out more about topics that interest them 	<ul style="list-style-type: none"> Map creations Create graph using data collected Organize information using Venn diagram Nebraska Studies People, Places, Events Reports
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)					
Social Studies		<ul style="list-style-type: none"> Study rivers in Nebraska, study the U.S. states and study the continents 			<ul style="list-style-type: none"> Participate in social studies competition (NE geography)



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum		1st	2nd	3rd	4th
Art					<ul style="list-style-type: none"> • Art mentor • Art activities choices • Art contests
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)					
Art	<ul style="list-style-type: none"> • Participate in State Fair Art Competition (theme based) • We have an art center in which they can select activities they enjoy • Participate in Art Competitions, Example: Junior Women's Club 	<ul style="list-style-type: none"> • Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> • Learn about a variety of art techniques and styles, artists, art esthetics, and art history/ through the art curriculum used in the classroom and the guidance of a mentor • Read and learn about subjects of interest and prepare materials for possible presentations • Participate in State Fair Art Competition (theme based) • Participate in local art competition 	<ul style="list-style-type: none"> • Work with art mentor • Learn an art skill and teach it to the class • Work in a group with an art mentor to develop arts skills and construct a variety of art products • Choose drawing during free choice time • Draw illustrations to go with other subjects when appropriate • Send work to Women's Club Art Show • Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> • Investigate artists using Internet, encyclopedias and books then share with class • Select art activity during choice time • Work with a mentor • Contest as appropriate individually or in class • Participate in State Fair Art Competition (theme based)



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum					
Music	K	1st	2nd	3rd	4th
<p>All students generally play mallet instruments. Those students (such as piano students) that have already learned to read music play to their potential. For example, they might play melodic melodies as printed. Those students that have not learned to read music are taught by rote to play a simple ostinato.</p>	<p>All students generally play mallet instruments. Those students (such as piano students) that have already learned to read music play to their potential. For example, they might play melodic melodies as printed. Those students that have not learned to read music are taught by rote to play a simple ostinato.</p> <ul style="list-style-type: none"> Advanced Students are given more difficult patterns to sing when we do echo singing in class 	<p>All students generally play mallet instruments. Those students (such as piano students) that have already learned to read music play to their potential. For example, they might play melodic melodies as printed. Those students that have not learned to read music are taught by rote to play a simple ostinato.</p> <ul style="list-style-type: none"> Advanced Students are given more difficult patterns to sing when we do echo singing in class Students with higher dramatic reading or speaking abilities may be given extra parts during performances When we compose music in small groups or individually students with higher abilities are able to use their creative talents in this way. 	<p>All students generally play mallet instruments. Those students (such as piano students) that have already learned to read music play to their potential. For example, they might play melodic melodies as printed. Those students that have not learned to read music are taught by rote to play a simple ostinato.</p> <ul style="list-style-type: none"> Students with higher dramatic reading or speaking abilities may be given extra parts during performances When we compose music in small groups or individually students with higher abilities are able to use their creative talents in this way. Students with higher abilities may be given more difficult recorder solos to play 	<p>All students generally play mallet instruments. Those students (such as piano students) that have already learned to read music play to their potential. For example, they might play melodic melodies as printed. Those students that have not learned to read music are taught by rote to play a simple ostinato.</p> <ul style="list-style-type: none"> Students with higher dramatic reading or speaking abilities may be given extra parts during performances When we compose music in small groups or individually students with higher abilities are able to use their creative talents in this way. Students with higher abilities may be given more difficult recorder solos to play 	



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum		1st	2nd	3rd	4th
Key-boarding	K			<ul style="list-style-type: none">• Children have times when they can choose the activities they wish to do on the computer	<ul style="list-style-type: none">• Alpha smart used for writing



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum		1st	2nd	3rd	4th
Health & P.E.	<ul style="list-style-type: none"> • Demonstrate skills to rest of class • Participate in health fair sponsored by FCCLA • Skill offered? Check with LZ • Opportunity to excel in fitness tests 	<ul style="list-style-type: none"> • Demonstrate skills to rest of class • Participate in health fair sponsored by FCCLA • Opportunity to excel in fitness tests 	<ul style="list-style-type: none"> • Demonstrate skills to rest of class • Participate in health fair sponsored by FCCLA • Opportunity to excel in fitness tests 	<ul style="list-style-type: none"> • Demonstrate skills to rest of class • Participate in health fair sponsored by FCCLA • Opportunity to excel in fitness tests 	<ul style="list-style-type: none"> • Demonstrate skills to rest of class • Participate in health fair sponsored by FCCLA • Opportunity to excel in fitness tests



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum		K	1st	2nd	3rd	4th
Technology	Y				<ul style="list-style-type: none"> Children have times when they can choose the activities they wish to do on the computer 	<ul style="list-style-type: none">
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)						
Technology	Y	<ul style="list-style-type: none"> Participate in State Fair Computer Graphics competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Computer Graphics competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Computer Graphics competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Computer Graphics competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Computer Graphics competition (theme based)



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum		5th	6th	7th	8th
Language Arts	5th	<ul style="list-style-type: none"> • Book projects • Encourage gifted students to participate in Reading Classic • Participate in Quiz Bowl-if offered 	<ul style="list-style-type: none"> • Student will read award winning books and participate in small group reviews for practice for the Reading Classic Contest held in the Spring • Different vocabulary list compiled by students from their students readings (leveled) in different areas &/ or interests of the student. • Student will compile words (meanings, POS, example, non-example, & morphed words) and teacher confirms words, etc. for test. (Writing) • Write on different topics utilizing the same skills focused on in class (Word Choice, plan sheet, etc.) (Writing) • Encouraged to try out for & participate in the County Spelling Bee (Writing) • Encouraged to participate in essay contests inside & outside of school (Patriot's Pen, etc.) (Writing) • Help teacher conferences with students (one-on-one or small group) give feedback (Writing) • Encouraged to read higher-level books for AR (Reading) 	<ul style="list-style-type: none"> • Reading/Writing workshops • Students select books at interest and reading ability level • Writing is individualized with teacher responding to writing strengths and needed improvements 	<ul style="list-style-type: none"> • Lexile appropriate reading • Differentiated coursework • More rigorous standards applied to assessment, classwork, and projects. • Opportunities to choose between assignment and project options.
	6th				

Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)			
5th	6th	7th	8th



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

<p style="text-align: right;">Language Arts</p>				
<ul style="list-style-type: none"> Do a weekly writing activity (contest writing) Write one published piece per quarter choosing from: newsletters, poems, stories Read and create a book project each quarter Present a book talk/author talk once every 4-6 weeks Present book projects Read Reading Classic and Golden Sower books Do book and movie comparisons Book orders Allow student time to work on special projects during Language Arts Prepare for annual County Spelling Bee SMS Spelling Bee participant Participate in Quiz Bowl-if offered Read three books every quarter taking notes over each book Read books from several different genres Author research Images of Greatness participant Create a cartoon strip with captions for selected themes Participate in State Fair essay competition (theme based) Participate in State Fair Spelling Bee Student will explore and practice different styles of writing. Projects may include but not be limited to poetry, plays, illustrating stories, cartooning, etc. 	<ul style="list-style-type: none"> Advanced leveled readers in class (Reading) Put reports together individually or with other 6th grade HAL students to share with class once a quarter. (Topics could be picked by the teacher or student and various technology methods could be utilized during the presentation.) Work time would include SSSR/ZAP. (Reading) Encouraged to participate in <i>Images of Greatness</i> during the 6th grade year. Student will explore and practice different styles of writing. Projects may include but not be limited to poetry, plays, illustrating stories, cartooning, etc. Student will be encouraged to submit work to publishers Student will read different types of literature and react to them in a variety of ways (Ex: video book report, cartooning, puppetry, etc.) Participate in State Fair essay competition (theme based) 	<ul style="list-style-type: none"> On your own or with a partner create (write and illustrate) a children's book. Use a notebook for the first draft. Use a computer for the final draft. Write a play (Christmas) Read Golden Sower books to prepare for voting Make a school yearbook or other project with group Prepare for Seward County Spelling Contest Do some investigative reporting with a partner that could be published in a newspaper Write and produce a play with partner Explore poetry Research a topic and do a project about it Research and contact favorite author Illustrate stories written in Writing Workshop (at least one illustration per quarter) Work on a piece of writing with a partner Book projects: pop-ups, dioramas, summary Read advanced level books Read books from several genres Book summaries Shadow a Concordia student Participate in State Fair essay competition (theme based) Participate in State Fair Spelling Bee Participate in Images of Greatness Participate in Reading Classic 	<ul style="list-style-type: none"> Reading lexile appropriate novels Creative writing projects Author presentations 	



Differentiated Curriculum and Acceleration/Enrichment Activities
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- Submit pieces of writing for publication



Differentiated Curriculum and Acceleration/Enrichment Activities
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Differentiated Curriculum			
5th	<ul style="list-style-type: none"> New program offers accelerated opportunities (challenge problems, research projects) reaches all levels Optional challenge activities (including multi-cultural strategy activities) Participate in Quiz Bowl Space project (integrates all areas including technology) allows all students to work to their potential – students research a specific planet & develop a planet brochure and Hyperstudio stack – utilized all levels of Bloom’s taxonomy 	6th	<ul style="list-style-type: none"> Enrichment/Problem solving worksheets <i>Images of Greatness</i>
7th	<ul style="list-style-type: none"> Projects at the end of each chapter, from text Math Manipulatives Math testing program – Solve It! National Jr. High Math Test Uses mentors for specific interests Participate in “Kids on Campus” program at Concordia 	8th	<ul style="list-style-type: none"> Differentiated coursework Varied assessment formats and levels

Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)			
5th	<ul style="list-style-type: none"> Participate in quiz Bowl Competition when offered Do Million dollar project and other math projects Have file folder of brain teasers, and other enrichment activities Enter project in math/science fair when offered Utilize math software programs Perform math challenge boxes Learn multicultural games of strategy New program offers accelerated opportunities 	6th	<ul style="list-style-type: none"> Student will design a math game and teach it to a group of students Self-selected challenge activities Self-selected problems from web sites Math Projects Reports on mathematicians lives and their contributions to math
7th	<ul style="list-style-type: none"> Amateur Jr. High School Mathematics Examination, Solve-It, Puzzlerama, Mobiles with Marhausen, Computer Math, Class time Olympics with a group become involved in stock market project, buying and selling stocks, reading Wall Street Journal, using internet, setting up spreadsheet to show progress Participate in the American Mathematics exam In the spring shadow a college student Projects at end of each chapter, 	8th	<ul style="list-style-type: none"> Enrichment activities will be determined based on interest and mutual planning. These activities will not include extra work.



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	<p>(challenge problems, research projects)</p> <ul style="list-style-type: none"> Optional challenge activities (including multi-cultural strategy activities) Design math game with other HAL students Participate in State Fair math contest <p>These are all options we present to parents & students</p>		<p>from text</p> <ul style="list-style-type: none"> Math testing program – Solve It! National Jr. High Math Test Use mentors for specific interest “Kids on Campus” program at Concordia Participate in State Fair Math Competition (computation and pre-algebra) Field trip to Davis Design at Duncan Aviation Field trip to SAC Museum
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Differentiated Curriculum				
	5th	6th	8th	
Science	<ul style="list-style-type: none"> Student performs science experiment for class Present projects of choice each quarter 	<ul style="list-style-type: none"> Various classroom projects throughout the year that require different levels of Bloom’s taxonomy Science journals Science fair projects to be entered in the regional science fair in the Spring Various research projects that will require citing three sources of information (i.e., Internet, encyclopedia, periodicals, books, professional interview.) 	<ul style="list-style-type: none"> Test Devels Homework Assignments 	<ul style="list-style-type: none"> Predetermined cooperative and lab groups based on data Lexile appropriate reading Varied assessment formats and levels Learning environment varies according to needs-valued and respected by classmates. Differentiated access to content through student choice.
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)				
Science	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Interactive journals Pretest out of chapter 	<ul style="list-style-type: none"> The student will take a pretest at the beginning of each science chapter and if he/she gets a 95% or above on the pretest he/she will 	<ul style="list-style-type: none"> Mentors/shadow Studies with businesses Science by Mail – Connected with scientists at Concordia University – analyzing 	<ul style="list-style-type: none"> Enrichment activities will be determined based on interest and mutual planning. These activities will not include extra work.



**Differentiated Curriculum and Acceleration/Enrichment Activities
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<p align="center">Science</p>	<ul style="list-style-type: none"> Enrichment activities 	<p>advance to option #2 or #3. If he/she does not show mastery of the subject he/she will proceed through the chapter with the regular curriculum. He/she will be continually monitored for mastery of the subject.</p> <ul style="list-style-type: none"> Other options during the year for the student to participate in. Option #1 The student will participate in Images of Greatness during the second semester of the school year. Option #2 Student will be given enrichment sheets to help him/her beyond the regular science curriculum. Option #3 Research project based on the chapter being studied at the time. After researching, he/she will give a presentation to the class. The student will be required to site 3 sources of information such as internet websites, encyclopedias, science books, periodicals, etc. 	<ul style="list-style-type: none"> experiments Science fair competitions Research science career areas and interests Include HALs identified in Math also Learn to operate a digital camera and incorporate photos Participate in State Fair Science Display competition Participate in science competition Field Trips to SAC, Duncan, Davis Design To Concordia for Astronomy 	
	<p align="center">Differentiated Curriculum</p>	<p align="center">5th</p> <ul style="list-style-type: none"> Participate in quiz Bowl-if offered (not currently) Research Projects Research topics of interest, allowing students to work to their potential Allow students to excel and 	<p align="center">6th</p> <ul style="list-style-type: none"> History Day Competition Images of Greatness Program Research topics of interest and create a slide show, pic collage and poster. Allow student to excel and 	<p align="center">7th</p> <ul style="list-style-type: none"> Canada – uses Judy Schull-Hieenthal’s Social Studies Learning Center, 72 tasks – Thinking Caps Assignments are based on Bloom’s taxonomy News Bowl Competition
<p align="center">Social Studies</p>	<ul style="list-style-type: none"> Participate in quiz Bowl-if offered (not currently) Research Projects Research topics of interest, allowing students to work to their potential Allow students to excel and 	<ul style="list-style-type: none"> History Day Competition Images of Greatness Program Research topics of interest and create a slide show, pic collage and poster. Allow student to excel and 	<ul style="list-style-type: none"> Canada – uses Judy Schull-Hieenthal’s Social Studies Learning Center, 72 tasks – Thinking Caps Assignments are based on Bloom’s taxonomy News Bowl Competition 	<ul style="list-style-type: none"> Variety of instructional strategies, methods of instruction to reach different learning styles Projects provide structure yet the opportunity to use personal strengths, etc. to



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	elaborate on projects assigned in class.	elaborate on projects assigned in class.	<ul style="list-style-type: none"> Historians of Field Trips History Day Competition Create editorial cartoons on historical subjects Create Eulogy for historical figure Read American Girl Series Read Dear America Series 	<ul style="list-style-type: none"> enhance the project's outcome Student choice included among projects and some assignments Grouping of students in various mixes for any group work 			
5th	<ul style="list-style-type: none"> Participate in social studies completion (NE geography) Quiz Bowl-if offered Design a game on history event Project ideas from text book Unit projects/presentations Current events projects 	6th	<ul style="list-style-type: none"> Participate in social studies competition (NE geography) Participate I social studies competition (World geography) Investigation topics of interest 	7th	<ul style="list-style-type: none"> Participate in Quiz Bowl Participate in social studies competition (NE art, literature and entertainment) Construct a display board that will show the major episodes of the "Cold War" Participate in Images of Greatness 	8th	<ul style="list-style-type: none"> Enrichment activities or alternate assignments as agreed upon by student and teacher upon discussion & planning together Will not include extra work
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)							
Social Studies							



Differentiated Curriculum and Acceleration/Enrichment Activities
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Differentiated Curriculum	
5th	<ul style="list-style-type: none"> The same assignments are given to all students. The level of results indicates “giftedness”. All students approach assignments on their own level and therefore are expected to produce/grow to their full potential.
6th	<ul style="list-style-type: none"> The same assignments are given to all students. The level of results indicates “giftedness”. All students approach assignments on their own level and therefore are expected to produce/grow to their full potential.
7th	<ul style="list-style-type: none"> The same assignments are given to all students. The level of results indicates “giftedness”. All students approach assignments on their own level and therefore are expected to produce/grow to their full potential.
8th	<ul style="list-style-type: none"> The same assignments are given to all students. The level of results indicates “giftedness”. All students approach assignments on their own level and therefore are expected to produce/grow to their full potential.

Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.S)			
5th	6th	7th	8th
<ul style="list-style-type: none"> Art mentor program after school Integrating art into projects across the curriculum Participate in art contest Choose one artist per quarter to research and report on to the class Team teach an art lesson with an artist Take regular classroom projects to higher level Present art lesson / project to classmates; i.e., Christmas ornament, display case idea Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> Participate in: Puzzlerama – exploratory class Mobiles with Marxhausen Illustrate a story written in writing workshop Take part in a mentoring program possibly on Saturday mornings at the college Sculpting Tour graphic arts facility and gain exposure to graphic arts curriculum Contact C-SPAN regarding Presidential portrait / life contest Enter various art contests Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> Explore different art mediums and will be challenged in each according to student’s ability Learn from tour guides and art experts about the history of each artifact on exhibit Illustration for a book that another Language Arts student may write Design a mural and paint your school (with permission) Write a comic (possibly a SMS cartoon) Explore favorite art areas Illustrate the SMS newspaper / school paper Pop-up books Any art project Art gallery field trips Participate in State Fair Art Competition (theme based)



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Differentiated Curriculum				
	5th	6th	7th	8th
Health & P.E.	<ul style="list-style-type: none"> Encourage after-school involvement in school sports Provide resources for students interested in specific health issues Participation in Jump Rope for Heart encouraged 	<ul style="list-style-type: none"> Encourage after-school involvement in school sports Provide resources for students interested in specific health issues Participation in Jump Rope for Heart encouraged Allow students to attempt and perfect skills in various sports at different levels 	<ul style="list-style-type: none"> Encourage after-school involvement in school sports Provide resources for students interested in specific health issues Participation in Jump Rope for Heart encouraged Allow students to attempt and perfect skills in various sports at different levels 	<ul style="list-style-type: none"> Encourage after-school involvement in school sports Provide resources for students interested in specific health issues Participation in Jump Rope for Heart encouraged Allow students to attempt and perfect skills in various sports at different levels Allow students to attempt and perfect individual skills in CPR



Differentiated Curriculum and Acceleration/Enrichment Activities
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Differentiated Curriculum		5th	6th	7th	8th
Industrial Arts/ Woodworking					
					<ul style="list-style-type: none"> • Testing – tests are completion (fill in blank, shout answers) Tools and supplies I.D., “Picture Page”. Students use all handouts and worksheets when testing • Project work – 3rd assigned – wall shelf • Students are given basic construction; layout, cutting, decorating (router work), assembling. Project is given three grades. 1. Basic construction. 2. Finishing – sanding, wood filler use, application of acrylic polyurethane finish and paste wax. 3. Individuality / creativeness students must modify project. Add on only – decorative pieces, pages. Student supply own materials for modification



Differentiated Curriculum and Acceleration/Enrichment Activities
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Differentiated Curriculum				
	5th	6th	7th	8th
Instrumental / Vocal Music	<ul style="list-style-type: none"> Lummie Sticks – a rhythm activity from the Polynesian Islands Students make up their own routines using the sticks. The musical product that is produced generally dictates the “gifted” students. Often times, these students will choose to take the solos and/or more exposed parts found in musical pieces. Honor groups are, of course, offered, but require extra time and effort. 	<ul style="list-style-type: none"> Lummie Sticks – a rhythm activity from the Polynesian Islands Students make up their own routines using the sticks. The musical product that is produced generally dictates the “gifted” students. Often times, these students will choose to take the solos and/or more exposed parts found in musical pieces. Honor groups are, of course, offered, but require extra time and effort. 	<ul style="list-style-type: none"> We allow students opportunities to experiment with composing music. From that point, it (the product) can be performed live and/or recorded We offer several opportunities for students to prepare auditions for acceptance into honor bands / choirs The musical product that is produced generally dictates the “gifted” students. Often times, these students will choose to take the solos and/or more exposed parts found in musical pieces. Honor groups are, of course, offered, but require extra time and effort. 	<ul style="list-style-type: none"> We allow students opportunities to experiment with composing music. From that point, it (the product) can be performed live and/or recorded We offer several opportunities for students to prepare auditions for acceptance into honor bands / choirs The musical product that is produced generally dictates the “gifted” students. Often times, these students will choose to take the solos and/or more exposed parts found in musical pieces. Honor groups are, of course, offered, but require extra time and effort.



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Differentiated Curriculum		5th	6th	7th	8th
Keyboarding				<ul style="list-style-type: none"> • On one particular assignment, the students select an article to read from a magazine. They can pick a magazine of their interest. This enables them to select a magazine based on their ability and interest • For the students who finish their project early, I have some computer programs they can work on • Students who are proficient in a given area are given the opportunity to mentor/tutor other students during class 	



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Differentiated Curriculum		5th	6th	7th	8th
Technology					<ul style="list-style-type: none"> I try to give all my students the basic skills they will need to complete their two major projects How the students then use those skills and tools to solve the problems they encounter help them produce projects at a much higher level They select the topics they are interested in for their projects
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)					
Technology	<ul style="list-style-type: none"> Participate in State Fair Computer graphics competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Computer graphics competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Web Site competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Web Site competition (theme based) 	
Differentiated Curriculum					
	9th	10th	11th	12th	
Language Arts	<ul style="list-style-type: none"> Offer a range of essay questions from basic to challenging Differentiated literature choices Project choices Academic Competitions such as Quiz Bowl, Academic Decathlon, Brainstorm Bowl, Literature Bowl, Speech and Drama Competitions Offer opportunities for publication of student writing Specialized field trip opportunities, i.e. Cather field trip 	<ul style="list-style-type: none"> ACT Prep classes Offer a range of essay questions from basic to challenging Differentiated literature choices Project choices Academic Competitions such as Quiz Bowl, Academic Decathlon, Brainstorm Bowl, Literature Bowl, Speech and Drama Competitions Offer opportunities for publication of student writing Specialized field trip opportunities, i.e. Cather field trip 	<ul style="list-style-type: none"> ACT Prep classes Offer a range of essay questions from basic to challenging Differentiated literature choices Project choices Academic Competitions such as Quiz Bowl, Academic Decathlon, Brainstorm Bowl, Literature Bowl, Speech and Drama Competitions Offer opportunities for publication of student writing Specialized field trip opportunities, i.e. Cather field trip 	<ul style="list-style-type: none"> A.P. English offered ACT Prep classes Offer a range of essay questions from basic to challenging Differentiated literature choices Project choices Academic Competitions such as Quiz Bowl, Academic Decathlon, Brainstorm Bowl, Literature Bowl, Speech and Drama Competitions Offer opportunities for publication of student writing Specialized field trip opportunities-Cather field trip 	



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Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)				
	9th	10th	11th	12th
Language Arts	<ul style="list-style-type: none"> Participate in State Fair Improvisation Competition. One team of 5 students with one alternate. Five minute competition with a choice of location and set, first and last lines of dialogue. Participate in State Fair essay competition (theme based) Participate in State Fair Quiz Bowl Additional reading to support what we're reading Additional grammar activities above and beyond what the class is doing 	<ul style="list-style-type: none"> Participate in State Fair Improvisation Competition. One team of 5 students with one alternate. Five minute competition with a choice of location and set, first and last lines of dialogue. Participate in State Fair essay competition (theme based) Participate in State Fair Quiz Bowl Essay test options Project options Companion literature read and offered in class Journal writing options, prose and poetry 	<ul style="list-style-type: none"> Participate in State Fair Improvisation Competition. One team of 5 students with one alternate. Five minute competition with a choice of location and set, first and last lines of dialogue. Participate in State Fair essay competition (theme based) Participate in State Fair Quiz Bowl 	<ul style="list-style-type: none"> Participate in State Fair Improvisation Competition. One team of 5 students with one alternate. Five minute competition with a choice of location and set, first and last lines of dialogue. Participate in State Fair essay competition (theme based) Participate in State Fair Quiz Bowl
Differentiated Curriculum	9th	10th	11th	12th
Math		<ul style="list-style-type: none"> Advanced Math courses offered 	<ul style="list-style-type: none"> Advanced Math courses offered 	<ul style="list-style-type: none"> Advanced Math courses offered
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)				
	9th	10th	11th	12th
Math	<ul style="list-style-type: none"> Attend UNL Math Day Attend Doane Math Day American Mathematics contest (AMC) Academic Decathlon Contests Quiz-Bowl opportunities Compacting of assignments Enrichment problems and activities with homework Various computer software and iPad programs/Apps 	<ul style="list-style-type: none"> Attend UNL Math Day Attend Doane Math Day American Mathematics Contest (AMC) Academic Decathlon Contests Quiz-Bowl opportunities Compacting of assignments Enrichment problems and activities with homework Various computer software and iPad programs/Apps 	<ul style="list-style-type: none"> Attend UNL Math Day Attend Doane Math Day American Mathematics Contest (AMC) Academic Decathlon Contests Quiz-Bowl opportunities Compacting of assignments Enrichment problems and activities with homework Various computer software and iPad programs/Apps 	<ul style="list-style-type: none"> Attend UNL Math Day Attend Doane Math Day American Mathematics Contest (AMC) Academic Decathlon Contests Quiz-Bowl opportunities Compacting of assignments Enrichment problems and activities with homework Various computer software and iPad programs/Apps



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<ul style="list-style-type: none"> Challenge problems available on assignments and assessments Nebraska State Fair math competitions Supplemental material will be made available upon request Copies of PLAN, PSAT, or ACT exams or tests from other math competitions are available Opportunity to take multiple math courses in one school year All Girls All Math summer camp (UNL) 	<ul style="list-style-type: none"> Challenge problems available on assignments and assessments Nebraska State Fair math competitions Supplemental material will be made available upon request Copies of PLAN, PSAT, or ACT exams or tests from other math competitions are available Opportunity to take multiple math courses in one school year All Girls All Math summer camp (UNL) AP Courses available 	<ul style="list-style-type: none"> Challenge problems available on assignments and assessments Nebraska State Fair math competitions Supplemental material will be made available upon request Copies of PLAN, PSAT, or ACT exams or tests from other math competitions are available Opportunity to take multiple math courses in one school year All Girls All Math summer camp (UNL) AP Courses available 	<ul style="list-style-type: none"> Challenge problems available on assignments and assessments Nebraska State Fair math competitions Supplemental material will be made available upon request Copies of PLAN, PSAT, or ACT exams or tests from other math competitions are available Opportunity to take multiple math courses in one school year All Girls All Math summer camp (UNL) AP Courses available
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Differentiated Curriculum and Acceleration/Enrichment Activities
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Differentiated Curriculum		9th	10th	11th	12th
Science		<ul style="list-style-type: none"> Participation in Regional Science Fair Participation in Environment Higher level research projects done in class In cooperative learning and lab demonstrations, students become team leaders and spokespersons. 	<ul style="list-style-type: none"> Various research projects throughout the year that utilize higher levels of Bloom's taxonomy Students perform chemical demonstrations throughout the year that involve more complex reactions Students may participate in Quiz Bowl competitions Lab reports involve more depth in the discussion of the concepts covered Problems of more depth included in assignments Opportunities for advanced learning via summer institutes and projects Advanced courses offered 	<ul style="list-style-type: none"> Various research projects throughout the year that utilize higher levels of Bloom's taxonomy Students perform chemical demonstrations throughout the year that involve more complex reactions Students may participate in Quiz Bowl competitions Lab reports involve more depth in the discussion of the concepts covered Problems of more depth included in assignments Opportunities for advanced learning via summer institutes and projects Advanced courses offered 	
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)					
Science	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Participate in science competition Students may participate in Quiz Bowl competitions 	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Participate in science competition Degree of difficulty varies in elective course offerings (Chemistry, AP Biology, AP Environmental Science, Anatomy) Students may participate in Quiz Bowl competitions 	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Participate in science competition Degree of difficulty varies in elective course offerings (Chemistry, AP Biology, AP Environmental Science, Anatomy) 	<ul style="list-style-type: none"> Participate in State Fair Science Display competition Participate in science competition Degree of difficulty varies in elective course offerings (Chemistry, AP Biology, AP Environmental Science, Anatomy) 	



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Differentiated Curriculum		9th	10th	11th	12th
Social Studies	<ul style="list-style-type: none"> American History I Bloom's Taxonomy units Political cartoons Illustrated timelines Advocate decision making (Articles of Confederacy) Gardner's Multiple Intelligences (History Alive) Colonial Life and Revolution Constitution Magazine project Internet research and evaluations of primary source websites 	<ul style="list-style-type: none"> American History II Advocate Decision Making (annexation of Philippines) Scored discussions Bloom's Taxonomy Units(progressivism) Gardner's Multiple Intelligences (History Alive) Illustrated Story Books 	<ul style="list-style-type: none"> Elective Courses Economics Psychology Sociology Modern Problems Specific interests of students are met with offerings Degree of difficulty varies in class offerings Advocate Decision Making Editorial Pages on controversial issues 	<ul style="list-style-type: none"> Government / Electives Beneuter Youth Institute Independent Research for projects Illustrated Timelines for Sociology and/or Psychology Continuation of elective classes 	
	Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)				
Social Studies	<ul style="list-style-type: none"> Participate in social studies competition (NE personalities in sports and history) Participate in History Essay contest (3 offered) Power point presentations and slide shows for World History that students can opt to do 	<ul style="list-style-type: none"> Participate in social studies competition (NE personalities in sports and history) 	<ul style="list-style-type: none"> Participate in social studies competition (current political, social, science and economic issues in NE) 	<ul style="list-style-type: none"> Participate in social studies competition (current political, social, science and economic issues in NE) 	



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Differentiated Curriculum					
	9th		10th	11th	12th
Art					
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)					
	9th	10th	11th	12th	
Art	<ul style="list-style-type: none"> Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Art Competition (theme based) 	<ul style="list-style-type: none"> Participate in State Fair Art Competition (theme based) 	



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Differentiated Curriculum				
	9th	10th	11th	12th
Foreign Language	<ul style="list-style-type: none"> • More participation / communication opportunities in class • Web site exploration • Pen pals • Readings • Video and audio tape check-out 	<ul style="list-style-type: none"> • More participation / communication opportunities in class • Web site exploration • Pen pals • Readings • Video and audio tape check-out 	<ul style="list-style-type: none"> • More participation / communication opportunities in class • Web site exploration • Pen pals • Readings • Video and audio tape check-out 	<ul style="list-style-type: none"> • More participation / communication opportunities in class • Web site exploration • Pen pals • Readings • Video and audio tape check-out



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Differentiated Curriculum	9th	10th	11th	12th
Health & P.E.	<ul style="list-style-type: none"> • Encourage participation in high school sports • Involve in hands-on activities in health class (ex: take classmate's blood pressure with digital monitor) • Provide resources for students interested in specific health issues 	<ul style="list-style-type: none"> • Encourage participation in high school sports • Involve in hands-on activities in health class (ex: take classmate's blood pressure with digital monitor) • Provide resources for students interested in specific health issues 	<ul style="list-style-type: none"> • Encourage participation in high school sports • Involve in hands-on activities in health class (ex: take classmate's blood pressure with digital monitor) • Provide resources for students interested in specific health issues 	<ul style="list-style-type: none"> • Encourage participation in high school sports • Involve in hands-on activities in health class (ex: take classmate's blood pressure with digital monitor) • Provide resources for students interested in specific health issues



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Differentiated Curriculum				
	Computer 1-2	Computer 1-2	Computer 3	Computer 4
Technology	<ul style="list-style-type: none"> Advanced 'Windows XP projects Additional Software programs the students may work through and create projects with. 	<ul style="list-style-type: none"> Advanced 'Windows XP projects Additional Software programs the students may work through and create projects with. 	<ul style="list-style-type: none"> We have advanced Web Page Design Topics for advanced students Photoshop Elements InDesign Fireworks Flash 	<ul style="list-style-type: none"> Students develop advanced Visual Basic Programs Student's develop an advanced JavaScript help Photoshop Elements InDesign Fireworks Flash
Acceleration/Enrichment Activities (suggestions for High Ability Learner I.E.P.s)				
Technology	<ul style="list-style-type: none"> Participate in State Fair Web Site Competition (theme based) grades 9-12 			



Differentiated Curriculum and Acceleration/Enrichment Activities
High Ability Learner Program
Seward Public School

Differentiated Curriculum					
	9	10	11	12	
Agricultural Science	<ul style="list-style-type: none"> • Various research projects in the High School greenhouse • Community field trips • Participate in Leadership contests 	<ul style="list-style-type: none"> • Various research projects in the High School greenhouse • Community field trips • Participate in Leadership contests 	<ul style="list-style-type: none"> • Various research projects in the High School greenhouse • Community field trips • Participate in Leadership contests 	<ul style="list-style-type: none"> • Various research projects in the High School greenhouse • Community field trips • Participate in Leadership contests 	

**Differentiation
Materials
From NDE**

Differentiation on the Fly

Methods classroom teachers may use daily with high ability learners for enrichment, extension, enhancement, and exploration that increase engagement and learning.

Increase Depth and Complexity (Dr. Sandra Kaplan)

Increase rigor into the general curriculum by asking students to **develop scholarly behaviors**

- Ponder Ideas
- Intellectual Risk-taking
- Preparation
- Excellence
- Academic Humility
- Curiosity
- Save Ideas
- Multiple Perspectives
- Perseverance
- Varied Resources
- Goal Setting

Consider knowledge through the perspective of **career specialties, or disciplinarians**

<http://envisiongifted.com/think-like-disciplinarian/>

Use a variety of critical thinking skills.

- *Language of the Discipline*
- *Details*
- *Patterns* (cyclical, predictive, systematic, sequence, repetitive, structural)
- *Rules* (order, code, method, structure hierarchy, protocol, law, structure, theorem)
- *Trends* (direction, a course that seems to follow, force, influence, mode, style, tendency)
- *Unanswered Questions* (dilemma, doubtful, ambiguities, unclear ideas, incomplete ideas, unknown, unproved, unsolved mystery)
- *Ethics* (conflicts, points of view, different opinions, judging, dilemmas, positions, principles, standards, values)
- *Big Ideas* (global, generalization, principle, theory, tenet, theme, thesis)
- *Change Over Time*
- *Different Perspectives/Multiple Perspectives*
- *Across Disciplines*

Socrates Question Types

- 1) Clarifying thinking and Understanding
- 2) Challenging assumptions
- 3) Examine evidence rationality
- 4) Consider Alternative Perspectives
- 5) Consider Implications and consequences
- 6) Metaquestions

Questioning Strategies (follow-up, etc.—Question Types: factual, interpretive, evaluative, speculative)

- 1) Why do you think that?
- 2) How does that connect to . . . ?
- 3) If you were _____, would you answer differently? Why?
- 4) What if?

Use Thinking Routines (A.K.A. Visible Thinking Routines) or Thinking Moves

Introducing or Exploring Ideas	Digging Deeper into Ideas	Synthesizing and Organizing Ideas
Observe Closely and describe what is there	Generate possibilities and alternatives	Identifying patterns and make generalizations
Build Explanation and Interpretations	Identify claims, assumptions, bias	Evaluate evidence, arguments, and actions
Reason with evidence	Clarify priorities conditions, and what is known	Formulate plans and monitor actions

<p>Make Connections</p> <p>Consider Different Viewpoints/Perspectives</p> <p>Capturing the heart and form conclusions</p> <p>Wondering and Asking Questions</p> <p>Uncovering complexity and going below the surface</p> <p>See-Think-Wonder</p> <p>Zoom In/Out</p> <p>Build Explanation and Interpretations</p> <p>Explanation Game</p> <p>Think-Puzzle-Explore</p> <p>Compass Points</p> <p>Chalk Talk</p> <p>3-2-1 Bridge</p> <p>Observe Closely and describe what is there</p>	<p>Reason with evidence</p> <p>Make Connections</p> <p>Sentence-Phrase-Word</p> <p>Claim-Support-Question</p> <p>What makes you say that?</p> <p>Red light, Yellow light</p> <p>Step Inside</p> <p>Circle of Viewpoints</p>	<p>Reason with evidence</p> <p>Make Connections</p>
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How to Add Rigor to Anything

<https://www.teachthought.com/pedagogy/how-to-add-rigor-to-anything/>

1. Transfer of understanding—apply knowledge to new and unfamiliar situations
2. Requires synthesis of multiple sources
3. Design tasks that build cognitively (multiple steps)
4. Require design thinking
5. Require students to take and defend positions

Goal of Rigor: help students develop capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.