



# Metropolitan School District of Pike Township

## High Ability Parent Guide

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## **MSD of Pike Township High Ability Academic Program**

*The MSD of Pike Township is committed to meeting the needs, abilities and talents of its academically gifted students. Through a differentiated, rigorous curriculum and instructional strategies designed to help students meet their individual potential, the High Ability Program is dedicated to offering the best possible services to students.*



### **Sites for High Ability Programs**

#### **Eagle Creek Elementary School**

6905 W. 46<sup>th</sup> St., (317) 291-1311

#### **Fishback Creek Public Academy**

8601 W. 86<sup>th</sup> St., (317) 347-8470

#### **Guion Creek Elementary School**

4301 W. 52<sup>th</sup> St., (317) 298-2780

#### **Guion Creek Middle School**

4401 W. 52<sup>nd</sup> St., (317) 293-4549

#### **Lincoln Middle School**

5353 West 71<sup>st</sup> St., (317) 291-9499

#### **New Augusta Public Academy North Middle School**

6450 Rodebaugh Rd., (317) 387-4328

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## Mission Statement

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

### Indiana Definition of High Ability

The Indiana Code defines a “high ability student” as one who: (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests (IC 20- 36-1-3)



**Academics • Opportunities • Diversity**

## High Ability History in Pike Township

Pike Township began servicing high ability students in grades two, three, four and five during the 1986-87 school year. During the 1989-90 school year, the High Ability (HA) Program was extended into the middle school level. The elementary program grew from its original site at Eagle Creek Elementary School to include HA classrooms at College Park and later at Deer Run Elementary. Both Guion Creek Middle School and Lincoln Middle School served the students as they progressed through grades six to eight.



In 1992, the district identified HA magnet sites at Guion Creek Elementary and Guion Creek Middle School. All participating students throughout the district were transported to these schools for the program. In 2003, a tiered level of HA service was added at all middle schools in the form of Honors classes to address the specific needs of students needing additional rigor. Students were selected based on test scores, grades, and teacher and parent recommendations.

In 2004, the high school enhanced their honors (HA) offerings by adding the Internationale Baccalaureate Programme (IB), a world renowned diploma program known for its academic rigor, theory of knowledge course and community service. Students begin the IB Programme in their junior year.

In 2007, Pike added elementary and middle school continuous calendar HA sites: Eagle Creek Elementary and New Augusta Public Academy North Middle School as a part of the HA expansion. During the 2008-2009 school year, students at the elementary schools were identified and served in Cluster Classrooms. This program is different from the HA magnet program in that the curriculum is **not** accelerated but rather enriched with an emphasis on critical thinking skills. For further information, see *Cluster Services*.

In 2010, Fishback Creek began phasing in a high ability magnet program, and by 2014 the phase in process was complete, offering HA classes at each grade level, 1 – 5. The middle school HA Program was also expanded to include Lincoln Middle School. This expansion not only increased learning opportunities at the middle school level but also enhanced high school programs by preparing more students for Advanced Placement (AP), Dual Credit (DC) & Internationale Baccalaureate (IB) programs.

## **HA Program**

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

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

The High Ability Program focuses primarily on three ability areas:

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

## **Characteristics**

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

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

- Has an extraordinary quantity of information, unusual retentiveness
- Has advanced comprehension
- Has diverse interests, curiosity, and strong inquiry skills
- Has creativity and an active imagination
- Has a high level of task commitment
- Has a high level of language development
- Has intense concentration
- Has persistent goal-directed behavior

- Has an environmental awareness
- Has strong interpersonal skills and empathy
- Has high expectations of one's self and others, displays perfectionist behaviors
- Has strong problem solving and reasoning skills
- Has an idealism and sense of justice
- Has an unusual sensitivity to the expectations and feelings of others
- Sees relationships among seemingly diverse ideas
- Has the ability to generate original ideas
- Has a strong sense of humor

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

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

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

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

### **What Can You Do For Your High Ability Student?**

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



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

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

#### **HA Identification Process for students in Grades K-7**

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

Students currently in kindergarten, second, and fifth grade, as well as all new-to-the-district students in first, third, fourth, sixth, and seventh grades participate in NWEA and/or ClearSight assessments. The data from these assessments along with the CogAT Screener are used for identification of students who will participate in a second round of testing in early to mid-winter. **Current second and fifth grade high ability students are not exempt from these assessments.** Parents are notified in late spring as to placement in the High Ability Program.

#### **Kindergarten thru Seventh Grade:**

A select group of students for the High Ability Program will be determined using the following data:

- NWEA Math and Reading
- ILEARN Checkpoints
- CogAT Screener

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

- CogAT Full Battery
- School Rating Scales - SIGS
- Home Rating Scales- SIGS

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

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

### **High School (grades 9-12)**

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

### **Parent Request for High Ability Consideration**

All new-to-Pike students and all kindergarten, grade 2, and grade 5 students participate in universal screening for the high ability program. However, if a student is not participating in the universal screening process, a parent may request consideration for participation in the process by following these steps:

1. Consider the characteristics of gifted children.
2. Talk to your child's teacher about the academic and social emotional behavior that is exhibited in school.
3. Complete and submit the High Ability Identification Assessment Referral Form to the school administrator on or before October 1. The High Ability Coordinator for the school district will review your request along with the student's most recent assessment data and make a recommendation for consideration.

### **New Students Enrolling in Pike K-12**

Elementary and Middle School students new to the school district who participated in a comparable High Ability program in another district may be considered for placement based on comparable data used for identification in Pike. If comparable data is unavailable or the data is insufficient for immediate placement, the student will be evaluated during Pike's testing window following the same format described previously. At the high school level the counselor or administrator will review grades and courses to make placement decisions.

Students will be identified for the High Ability Programming by the end of the fall semester. Student assignments will be made according to their address and/or transportation routes. Families will need to accept or decline the placement. If the placement is declined, students will continue at their home school. Families who are interested in applying for the lottery will need to complete a lottery application by the lottery deadline.

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

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

### Testing Instruments

Instrument	Measurement of:	Purpose	Instructional Implications	Grade Levels
<b>ILEARN Checkpoint</b>	Achievement of Indiana Academic Standards	Determine mastery of grade level standards in math, reading, and writing	Identification of students for remediation, talent development, and high ability programming	Grades 6-8
<b>NWEA</b>	Academic achievement and progress in areas of math and reading	Determine achievement levels of math and reading compared to other students across the nation	Identification of students for remediation, talent development, and high ability programming	Grades K-5
<b>CogAT: Cognitive Ability Test - Screener</b>	Reasoning and problem solving abilities using verbal, picture, and number analogies, as well as figure matrices	Provide a reliable and valid data point to screen students for high abilities	Indicator of students' relative strengths and weaknesses in performing a variety of reasoning and problem-solving tasks	Grades K-7
<b>CogAT: Cognitive Ability Test - Full Battery</b>	Verbal, nonverbal, and quantitative reasoning abilities similar to those required of school learning tasks	Provide a reliable and valid measure of student reasoning and problem-solving abilities	Identification of students for accelerated learning curriculum in English Language Arts and Math	Grades K-7

### **High Ability Cluster Services**

Students identified for the High Ability program in kindergarten will receive enrichment at their home school. Cluster grouping classrooms offer instruction with a small peer group of students who have similar abilities and talents within a general education classroom setting for students in grades 1-5. Placement will occur at the beginning of the next school year.

Cluster grouping is a method of organizing a heterogeneous grade level by purposefully placing academically talented students with similar abilities in classrooms so that they may be provided with a more rigorous and differentiated instructional program. Students will benefit from opportunities that enrich and challenge them throughout their elementary school experience. High Ability identification data and other assessment data will determine students that qualify for Cluster Classroom placement at each individual elementary school.

### **High Ability Cluster Identification**

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

### **Middle School HONORS Program**

Pike Township takes pride in the high ability service options that are available to students in elementary, middle, and high school. Due to a recent development with the College Board Organization, the Pre-AP trademark can no longer be used to designate anything other than the College Board Pre-AP courses. As a result of this notification, Pike has removed the Pre-AP designation to identify its high ability courses at the middle school.

All middle school high ability courses are now designated as **HONORS** (**H**igh Ability **O**pportunities to **N**ourish and **O**pen **R**oads for **S**cholars in High School) courses. Student placement for HONORS are determined through the approved Pike Township Identification process using multiple data points including test scores and school grades. Students will need to continue to perform at a high level to stay in the HONORS trajectory throughout their middle school experience in preparation for Honors, AP, IB, and Dual Credit courses in high school.

### **Middle School HONORS Identification**

Student HONORS assessment identification data (NWEA, CogAT, SIGS) as well as course grades are used for HA placement at the middle school.

### **High Ability/Advanced Placement Appeal Process**

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

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

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

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

Step 3: After additional data points are gathered, the administration and High Ability Coordinator will make a final recommendation.

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

### **Exit Procedure**

It is a goal of the High Ability Program that all students grow to their maximum personal potential. However, this program may not be the best placement for every identified child. In the event that a student experiences difficulty in the program, the following steps will take place:

- **Step One** - Meeting with parents to indicate areas of concern and to identify an instructional plan of interventions and support. Student work and data should be presented to support areas of concern. Begin plan implementation immediately. Begin collecting data and work samples as documentation of progress. Step one should be completed as soon as concern is detected and sufficient data is available. (FORM I) – *see page 22*
- **Step Two** – Meeting with parents and the child to share current data and progress to date. Review the instructional plan put in place to help the student experience success. Adapt the instructional plan accordingly and begin implementation immediately. Step two should be completed two months after Step 1 (no later than Feb. 15) (FORM II) – *see page 23*
- **Step Three** – Re-evaluate the instructional plan, current data and progress to date with parent and child. Review interventions put in place to support the student. School Administration and/or High Ability Coordinator may also be present. Decision to continue or dismiss from program decided. Step 3 should be completed in May (FORM III) – *see page 24*

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

It is realistic to accept that this program may not be appropriate for some students. Ultimately, the building principal and High Ability Coordinator will make the final decision regarding continuation or exit from the HA Program.

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

## **Philosophies**

### **Language Arts Program Philosophy**

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

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

### **Mathematics Program Philosophy**

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

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

### **Science Program Philosophy**

The High Ability Program will sustain and nurture the natural curiosity children have about their world. The scientific method will provide the framework for these investigations. Children as scientists will observe, hypothesize, experiment, collect data, and draw conclusions about their investigations. Conceptual learning is enriched through research and the study of printed materials. Students will gain additional understanding and background with exposure to a variety of supplemental materials, field studies, expert speakers, and technology. Students will engage in

expanded science/health topics as outlined in the appropriate grade level Indiana Academic Standards. Integrated studies will foster a deeper and broader understanding of scientific concepts allowing students to establish connections in their thinking.

### **Social Studies Philosophy**

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

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

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

### **Assessments**

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

## **Middle School Course Descriptions for High Achieving Students**

### **LANGUAGE ARTS – WRITING**

Students will employ a wide-range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students will apply knowledge of language structure, language conventions, media techniques, figurative language, and text structures/features to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas, questions, and by posing problems. They gather, read, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

#### **Grade 6 –HONORS Language Arts**

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

#### **Grade 7 – HONORS Language Arts**



This course extends the seventh grade English curriculum to include increased academic challenge. Students apply advanced vocabulary and sentence structure to their written compositions. This course focuses on writing in response to literature, research, and inquiry. The content, pace, and depth of instruction is accelerated, and classroom assignments include written and oral presentations, publications, and multimedia presentations. Assessment includes objective and essay examinations and oral presentations.

### **Grade 8 – HONORS Language Arts**

This course extends the eighth grade curriculum to include increased academic challenge. Students apply advanced vocabulary, grammar, and sentence structures in all written compositions. This course combines reading and writing in various genres with an emphasis on extensive in-depth writing projects.

### **LANGUAGE ARTS - READING**

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

### **Grade 6 – HONORS Reading**

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

### **Grade 7 – HONORS Reading**

This course extends the seventh grade curriculum to include a strong emphasis on increased academic challenge. It is designed to enhance students' advanced reading skills with deeper meaning and complex understandings. This will require students to interpret, analyze, and synthesize texts for a variety of purposes and in various formats. Assessment is a combination of objective testing, rubric-based project evaluations, and essay examinations.

## **MATH**

In this technological age, mathematics is more important than ever. Pike math students will be provided a rigorous and engaging curriculum aligned with Indiana Academic Standards. Students will focus on building content knowledge through problem solving and collaboration. Students should develop the habits of mind outlined in the Process Standards for Mathematics.

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

A variety of tools such as models, graphing calculators, and computers will be used to enhance learning. What students learn in mathematics and how they learn it will provide excellent preparation for a challenging and ever-changing future.

### **Grade 6 - HONORS Math**

The sixth grade HONORS course covers a variety of math topics throughout the school year. Problem solving is a major focus in this course and is present in every topic that is covered. This math course studies the Indiana Academic Standards at grade level and above grade level. This class seeks to provide academically talented students with developmentally appropriate, enriched, and accelerated experiences to actively engage them in learning, pacing at a rate commensurate with their advanced ability. Projects at the end of each term help students apply the concepts that have been taught throughout the year.

### **Grade 7 – HONORS Math - Pre-Algebra**

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

### **Grade 7 – HONORS Math - Algebra 1 (H.S. Algebra course)**

The Algebra 1 course is an accelerated and enriched class for students demonstrating high aptitude and achievement in math. While it is ensured that the seventh grade Indiana Academic Standards are mastered, the majority of the course focuses on studying the Algebra 1 Indiana Academic Standards. This includes: number systems and expressions; functions; linear equations, inequalities and functions; systems of equations and inequalities; quadratic and exponential equations and functions; and data analysis and statistics. More specifically some of the topics students study are: solving

multiple step equations and inequalities, rational number computation, graphing linear equations and inequalities, systems of equations, the use of a scientific and graphing calculator, the laws of exponents, negative exponents, radicals and radical operations, measures of variation, and scatter-plots. Problem-solving is incorporated throughout the year in each of the given standards.

### **Grade 8 – HONORS Math - Introduction to Algebra**

The eighth grade HONORS math course covers some eighth grade standards and topics, as well as many Algebra 1 standards. This class seeks to provide academically talented students with developmentally appropriate, enriched, and accelerated experiences to actively engage them in learning, pacing at a rate commensurate with their advanced ability. It is also designed to provide students with a solid foundation for further Algebraic concepts.

### **Grade 8 – HONORS Math - Algebra 1 (H.S. Algebra course)**

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

### **Grade 8 – HONORS Math - Honors Geometry (H.S. course)**

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

## **SCIENCE**

The High Ability Science program will engage students by tapping into their natural curiosity of the world and how it functions. Students will be given the opportunity to apply knowledge of scientific concepts in practical and/or hands-on methods including, but not limited to research, field studies and lab experiments.

While the **HONORS** Science program will meet all state grade level standards it will explore those standards at a higher level of complexity and understanding. When possible, cross-curricular studies will be used to help students gain an appreciation of the far reaching applications of science and technology. Open-ended discussion, inquiry-based exercises and independent discovery will be the hallmark of this program.

Through active participation and exploration of the nature of science and the design process, students describe objects and events, ask questions, formulate explanations, test those explanations, and communicate their ideas to each other. In this way students build strong knowledge of science content, apply that knowledge to new problems, learn how to communicate clearly, and build critical and logical thinking skills. These processing skills are a necessary part of science learning. Science is an important part of each student's educational experience. In our ever increasing emphasis on science and technology in the world, students need to be science-literate to become contributing members of a global society.

### **Grade 6 –HONORS Science**

This course extends the sixth grade curriculum to include a strong emphasis on increased academic challenge for students. The students' focus will be on strengthening reasoning by using in-depth questioning and discussions relating the material of sixth grade science to everyday applications. This course will challenge students' through probing laboratory exercises and projects that will challenge their creativity. Learning and instruction will utilize compacting, acceleration, enrichment, problem-solving, and differentiated instruction for individual projects.

### **Grade 7 - HONORS Science**

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

### **Grade 8 – HONORS Science - Integrated Chemistry/Physics (H.S. course)**

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

## **SOCIAL STUDIES**

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

### **Grade 6 – HONORS Social Studies**

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

### **Grade 7 - HONORS Social Studies – World Studies**

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

### **Grade 8 - HONORS Social Studies – U.S. History**

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



**High Ability/HONORS**  
**Instructional Plan – Form I**

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

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

Instructional Plan for \_\_\_\_\_

<b>Strengths</b>		<b>Challenges</b>	
<b>What the classroom teacher will do to assist:</b>	<b>What the parents will do to assist:</b>	<b>What the student will do to assist:</b>	

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal Signature**



## High Ability/HONORS Review of Instruction Plan – Form II

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

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

### Updated Instructional Plan:

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

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal Signature**



**High Ability/HONORS**  
**Instructional Plan Resolution-Form III**

**Date:** \_\_\_\_\_

**Summation of Instructional Plan for:** \_\_\_\_\_

<b>Challenges</b>	<b>Expectations</b>	<b>Interventions put in place</b>	<b>Student Data</b>

\*Date of previous meetings: \_\_\_\_\_

\***Recommendations:** \_\_\_\_\_ will/will not continue in the High Ability/HONORS program

Options for the next school year:

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\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
**District Representative Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Title**



## Basic Resources for HA Teachers and Parents

*This list contains some useful and basic resources for understanding gifted children and for developing effective instruction for gifted learners.*

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

## Online Learning Opportunities

- <http://epgy.stanford.edu> – Stanford University
- [www.ctd.northwestern.edu](http://www.ctd.northwestern.edu) – Northwestern University
- [www.cty.jhu.edu](http://www.cty.jhu.edu) – John Hopkins University
- [www.bsu.edu/gifted](http://www.bsu.edu/gifted) - Ball State University

## Regional Talent Search & Summer Programs

- IAAY Academic Summer Programs, The Johns Hopkins University, Baltimore, Maryland 21218; <https://cty.jhu.edu/>

## MIDWEST TALENT SEARCH

Center for Talent Development, Northwestern University, 617 Dartmouth Place, Evanston, Illinois 60208-4175; (847) 491-3782; <https://www.ctd.northwestern.edu/assessments>

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





MSD of Pike Township 6901 Zionsville Road  
Indianapolis, IN 46268  
Phone: 317-387-2216  
[www.pike.k12.in.us](http://www.pike.k12.in.us)

*This parent guide is available on the district website.*

*Updated August 2024:*