**Gifted Seminar 2016-17**

**Essential Question:** Which academic strengths/interests would you personally like to build on this year in school?

**Task:**

* Consider your current goal area(s) - if you forget, then come and see me, and I’ll let you know - and think about what you would like to do to build on those strengths and interests. For now, the sky is the limit. I can’t work with and for you to get you time, resources, and support if I don’t know what you are thinking. If you aren’t sure, then consider some of the menu ideas listed below.
* This is designed to be “replacement”/enrichment for your regular classes where applicable. It is NOT meant to create more work for you . . . just *different* work that is appropriate for your abilities.
* You WILL have time to work toward these goals and to collaborate with other Gifted Support students during our seminar time, but how much seminar time you have is dependent on whether or not you are involved in other activities that occur during Team Time and how much time you will need and use to build on the strength areas you’ve chosen for this school year.
* There is not a guarantee that these will be your goals. Sorry. This is a “jumping off point” for your parents and teachers. We want you to feel like you have a voice here, so please know that your ideas will be STRONGLY considered.
* If there is something you have in mind that is not on this list, then that’s OK. Come talk to me, and we’ll see what we can work out.

**Menu of POSSIBLE options (options can be combined):**

* **Writing acceleration**—Whenever you are given a formal writing assignment, your teacher will provide you with instruction that is consistent with the expectations you would see in 8th Grade Honors English (for 7th graders) OR Honors English 9 at the high school (for 8th graders). This goal is designed for students who enjoy writing, have a true desire for growth in this area, and who want to prepare themselves for the rigors of honors-level and accelerated courses. (There have been many former students who have come back to the high school to express that having this goal prepared them very well for freshman English.)
* **Creative/Enrichment Writing** Beyond the writing that occurs in the ELA classroom, you may choose to begin preparing writing pieces for contests (many are posted on the competition bulletin board), produce pieces for or be on the staff of the MS literary magazine, yearbook, or other writing publication, or work with Mrs. Potter to develop writing pieces that will be hosted in the Destiny Quest catalogue or published on the MS Library website.
* **Math curriculum advancement**—\*\* Note: If you are in Geometry this year and would like a math goal, being accelerated in math fulfills your goal for the year.
* **Math problem-solving enrichment** - This is for the student who really enjoys math and who wants an extra challenge. Each quarter, your math teacher can give you a menu of problem set options that you can solve in lieu of another homework assignment (You must talk to your math teacher about what it will replace and when it is due if this is something you’d like to pursue). I will have Math Counts problems and activities that can challenge your mind and prepare you for Math Counts competitions and/or keep your skills sharp.
* **Math research enrichment**—This is for the student who is curious about the origins of mathematical concepts, as well as the real-world/STEM applications of these concepts. You will assemble your research in a creative method of your choosing, which can and should include demonstrations where appropriate. Each quarter, your math teacher can give you a menu of concept options that are related to your current studies that you research in lieu of another assignment(s) or you might choose to focus on one year-long concept that would culminate in a project for display during our year-end, OJRMS S.T.E.M Day, that may be a direction that would be an enriching use of your seminar time as well.
* **Science research enrichment**—This is for a student who 1. Has a research or informational text based GIEP goal and 2. is curious about the origins of ever-changing scientific theories, as well as the real-world/STEM applications of these theories. You will assemble your research in a creative method of your choosing, which can and should include demonstrations where appropriate. Each quarter, your science teacher can give you a menu of concept options that are related to your current studies that you research in lieu of another assignment(s) (You must talk to your science teacher about what it will replace and when it is due if you wish to follow this path).
* **Science fair enrichment**—This is for a student who 1. Has a research or informational text based GIEP goal, and 2. a strong interest in the scientific process. Students who choose this goal will begin the task of selecting a topic for independent research early in the school year and will work closely with their science teachers to refine their work and interpret data. The research must show a correlation between the project and the current course of study in science. You will be an active participant in Science Fair Night. You will be expected to attend the event, to assist with demonstrations, to explain your project to others, and to learn what happens “behind the scenes” as projects are judged.
	+ - Please note: ALL students who are in Honors Science MUST complete an independent research project for the Science Fair, regardless of whether or not this is your goal.
		- If you choose this goal, you MUST choose something to follow this project, as the Science Fair takes place in the winter and seminar is yearlong. Your second goal product can be designed for STEAM Day in the spring.
* **Experiment design** – If you have a research and/or informational text based GIEP goal and would like to extend your learning by performing an experiment of your own design or one that you have found using a reliable resource, then you may do so. You must get confirmation of your idea from your science teacher, follow proper scientific procedure, and present your findings to your teacher. If you feel confident in your work, then you may even have an opportunity to lead your classmates in performing the experiment, as well. (You will be expected to speak with your science teacher about when it would be appropriate to incorporate it into the year.) Your experiment or a video demonstration can also be included in the district-wide STEM day in the spring as well.
* **STEM Day**: If you are mostly interested in scientific applications, then we will support you as you work to produce a product that you can present at the district-wide STEAM Day. There are websites and contests that we can share with you to help guide you through this process. Your math and/or science teachers can also work with you, and you can even use/build on your Independent Research Project. Consider all features of the acronym STEM (Science, technology, engineering, AND math) as you grow your idea and consider the MS/HS audience who will learn from and enjoy viewing/experiencing your product on STEM Day. This goal is terrific for students with all goals, but very appropriate for students with Math and informational text and research based goals.
* **Social Studies research:**  If you are interested in world cultures (7th grade) or American History 1 (8th grade) and want to perform research to better your understanding of a topic/era/person, then you may spend your time in Gifted Seminar performing that research. If you do so, you must have your topic **confirmed** by your SS teacher, *schedule* time to present your findings, and *present* those findings in a classroom setting this year. This goal is great for any student with an ELA goal of any type.
* **Reading**: You will choose novels to read independently and create projects to promote chosen novels for Lit Links classes and classrooms or the library for Mrs. Potter. Mrs. Potter and I are happy to help you choose novels. Your project can take many forms, but needs to address the idea of promoting this book and/or literacy in general to other readers in our school. This is terrific for students with reading-based goals.
* **Other Student-Designed Enrichment:** Obviously, the goal starters above are suggestions used by students in the past and are based on curricula that you are currently being introduced to in your core area classes, but they are not the only options for enrichment work this year. If you are committed to an idea that is academically based and relates to your goal area, I can’t wait to hear about it.