AHS Freshman ELP Seminar curricular topics include programming, gifted overviews, community building, autonomous learning, academic planning and college investigation. The learning theme for the month(s) detailed below is "LEARNING ABOUT OURSELVES & SHAPING WHO WE ARE.” Contact the teacher listed (either Ms. Telleen-Martens, Ms. Kuhns or Ms. Dobyns) for comments and/or specific questions.

**August 29, Program Introduction & Community Building (Ms. T-M & Ms. K)**

Through a practice of thinking organization, students will participate in community building activities as information regarding Freshman Seminar format, Course Requirements and Autonomous Learning is presented. An orientation to the ELP Department offices will also be provided.

**September 5, Getting Involved @ AHS (Ms. T-M & Ms. K)**

Guest speaker, Allison DiBlasi will discuss the academic and social benefits of school involvement emphasizing its lifelong advantages in career investigation and leadership development. Please consult the school district’s Channel 7 programming schedule for an opportunity to view this video taped presentation.

http://www.ames.k12.ia.us/Channel7.html

**September 12, Connected, Engaged & Purposeful (Ms. D)**

Statistics reveal a correlation between academic success and school and community involvement. Students will understand this reality through an AHS panel presentation where students will speak about several service and volunteer activity options and the benefits gleaned from involvement.

# September 19, Learning Styles Part I (Ms. T-M & Ms. K)

After participating in the Felder and Silverman NC State Learning Styles Inventory, students will be introduced to the five-learning/thinking dimension and how each relates to science education.

# September 26, Learning Styles Part II (Ms. D & Ms. K)

Students will be introduced to how learning preference adaptations or balance occur during adulthood to enhance individual performance. Through a review of research (Two Tier by Sheila Tobias), students will become aware of how specific means of thinking are appropriate for scientific careers/studies, but often overlooked. With this analysis of learning/thinking preference, in groups students composed and presented analogies to express each. With this understanding, students individually composed goals for achieving balance in the area of strongest preference. (A differentiated option utilizing Jung / Briggs-Myers Typology Test will offer further personal discovery will also be available.)

***LEARNING ABOUT OURSELVES & QUALITY COMMUNICATION***

**October 3, Leadership & “One Lone Nut” (Ms. D)**

When groups unite for a common cause, not all in the group have similar abilities or drive. Learning to lead involves both understanding when to and how to guide others. Through a group writing activity, students will discover the varying motivations and communication needs of diverse groups of people. After an overview of four personality types, students will revise meeting announcements tailored to attract these differing groups. Students will also find out that leading can also be about the transformational power that occurs when one has the courage to follow another and show others how to follow.

**October 10, Ten Tips for Talking with Teachers (Ms. K)**Students will analyze current strategies and will be introduced to recommended practice, “Ten Tips for Talking with Teachers.” Students will practice integration of “Ten Tips” using real situations proposed by students to show the practical application of the material presented.

**October 17,** **You Be The Judge (Ms. D)**

After an introduction to the Five Elements of Classical Argument, students will understand the importance of Concession while applying learned skill in small group courtroom simulations (prosecution vs. defense) using actual Appellate Court cases. Through verdicts rendered by a student panel, students will discern how quality arguments employ this presented skill.

**October 24, Clear Thinking for Clearer Dialogues (Ms. K)**

In preparation of an upcoming meeting with the AHS Principal, students will be introduced to the purpose of Town Halls as platforms for discussion with community leaders. Then in small groups, students will employ the Five Elements of Classical Argument to practice analytical thinking by examining the core elements and multiple viewpoints of divisive and controversial issues.

**October 31, Town Hall with Spence Evans (Ms. D)**

Students will present previously brainstormed questions regarding high school topics and concerns--such as Course Rigor & Offerings, Scheduling, the School Environment, Student Life and the High School Transition, etc.--to principal, Spence Evans.

***EXPLORING AVENUES & TAKING ACTION TO ACHIEVE OUR GOALS***

**November 7, Using Online Resources (Ms. K)**

Students will review the available online resources and hear tips for use within current and future assignments. Students will also have the opportunity to use tools like EBSCOhost, Brainfuse, Bartleby, Historical Reference while exploring the various resource features used to refine searches, find quotes, and cite information. All can be found on the AHS website under Media Center and Online Databases, or on the Ames Public Library (APL) website under Teens. (Students wishing to use APL resources must obtain a library card.) If you wish to see more resources available from AHS and APL follow the URLs below.

<http://www.ames.k12.ia.us/AHS/MC/OnlineResearch.html>

<http://www.amespubliclibrary.org/teens/HomeworkHelp.asp>

**November 14, College Search & Investigation, Part I (Ms. K)**

Through a review of the College Board website, support tools and information for college searches and planning, SAT preparation and AP classes will be introduced. Students will then explore the college selection resource specifically to develop a list of potential colleges.

**November 21, College Search & Investigation, Part II (Ms. D)**

Using the list of potential colleges created in the previous Seminar class, students will utilize CollegeBoard tools to analyze the admissions, costs, academics and campus life of three college tiers—most, very and less selective. Information gleaned will later inform academic planning.

**November 28, Quiz Bowl Strategy & Practice (Ms. K)**

Students will review Quiz Bowl processing and communication strategies while reviewing the Knowledge Master Open format. Working in cooperative teams, students will employ learned skills --reasoning, problem solving, and application--in practice rounds that foster internal competition.

**December 5, KMO** **(Ms. D)**

Students will compete in 3 separate sections in the Fall Jr High Knowledge Master Open. The KMO is a computer-based competition of 200 questions covering material from 14 different subject areas. Students test speed in recall and ability to build consensus and communicate effectively, in a team format, to compete against others from across the United States and several other participating countries.

**December 12 or 19, Stress: Causes & Strategies (Ms. K & Ms. T-M)\***

In a small group discussion lead by AHS Counselor, John Burke, students will identify coping skills for dealing with stress in gifted learners and be introduced to stress reduction techniques from SENG.

**December 12 or 19, Standardized Testing (Ms. D & Ms. K)\***

Student will be introduced to standardized testing and its use in undergraduate admission, subject specific credit and diagnostic purposes. An overview of exam content, structure, scoring and cost will be shared in addition to information to guide students in knowledgeable participation and preparation.

\*To create smaller numbers facilitating improved group discussion, larger seminar classes will be divided receiving each session on an alternating day.

**January 9, Semester Exams**

ELP Seminar does not meet during the week of exams.

**January 16, College Search & Investigation** **Wrap Up** (Ms. D)

Students will be afforded time to complete the compare and contrast activity begun November 21st.

**January 23, Just The Facts Ma’am** (Ms. D)

After viewing and reading information related to arguments before the Supreme Court (specifically gene patents), students will practice critical reading to understand complex issues, determine personal positions, and employ facts supporting positions in small group discussions and writing.

**January 30, Snow Day**

**February 6, Honors &** **AP Course Instructors’ Overviews** (Ms. D)

Students will be introduced to Honors & AP course content and its various instructional approaches to content through a presentation lead by course instructors. Students will have the opportunity to direct questions specific to gifted learning goals as well. Please refer to the district’s TV broadcasting schedule to view this taped session.

**February 12, Academic Planning: Four-Year Plans Part I** (Ms. K)

After an introduction to the resources and information available at ACT.com, students will become familiar with the AHS graduation requirements while comparing such to those of selective and highly selective college admission requirements. Students will be introduced to an organizational planning tool to create a fluid document to facilitate future AHS course planning.

**February 20,** **Academic Planning: Four-Year Plans Part 2** (Ms. K & Ms. D)

Students will apply learned information about graduation and college admission requirements by completing a Microsoft Word template that will document and facilitate proactive, individualized, ongoing course planning.

**February 27, Passion Learning** (Ms. K)

Through a presentation by dulcimer performer and composer, Reggie Greenlaw, students will be introduced to idea of passion learning, which entails the application of originality and expressiveness to personal talent and interests.

**March 6, Academic Planning: Four-Year Plan Work Session** (Ms. D)

Students will complete and print the Microsoft Word template that will guide and facilitate proactive, individualized, ongoing course planning.

**March 13, Resumes & the AHS Naviance System** (Ms. D)

Students will be introduced to the resume as an overview of a person's background, experiences, and interests while understanding that its purpose is not something that is built, but that it is a tool that communicates to others an individual’s unique set of abilities, involvement and skills. Student will also receive an introduction to the Naviance system’s resume feature. After successful log in with provided individual codes, students will begin an initial resume framework for ongoing use.

**March 27, Global Opportunities: World Food Prize** (Ms. K)

Ms. Kuhns will present information about the Robert Burloung World Food Prize program as it relates to research and activist opportunities for high school and college students. Information presented will include global food problems and internship application process and participation overview.

**April 3, ELP Opportunities Panel** (Ms. D)

Students will listen to a panel presentation consisting of Sophomore, Junior and Senior ELP students who have further developed academic learning, personal passions and career investigation though ELP Opportunities.

**April 10, Creativity** (Ms. K)

Guest speaker, Ann Ku, will present information about Creativity gleaned through her ELP Independent Study and ISU Coursework. Students will listen to a brief overview of the creative process and its related strategies and engage in creative exercises to reinforce presented concepts.

**April 17, Tin Foil Hats** (Ms. D)

After an overview of logistical information—rules and judging rubrics,--students will employ creative problem solving while working in cooperative teams or independently in designing architecturally sound or imaginative tin foil creations. Students must adhere to a prescribed set of construction rules and material limitations to be successful.

**April 24, Knowledge Masters Open** (Ms. K)

Students will compete in 3 separate sections in the Spring Jr High Knowledge Master Open. The KMO is a computer-based competition of 200 questions covering material from 14 different subject areas. Students test speed in recall and ability to build consensus and communicate effectively, in a team format, to compete against others from across the United States and several other participating countries.

**May 1, ELP Seminar Folder Preparation Part I** (Ms. D)

Students will develop a portfolio to use as a guide for future course, college and career planning in ELP. ELP Student portfolios will contain completed Four-Year Plans, Personal Resume, College Search Results and Preferred College Profiles and a written personal goal for the upcoming academic year. Application for ELP Study Center is also made at this time.

**May 8, ELP Seminar Folder Preparation Part 2** (Ms. K)

Students will develop a portfolio to use as a guide for future course, college and career planning in ELP. ELP Student portfolios will contain completed Four-Year Plans, Personal Resume, College Search Results and Preferred College Profiles and a written personal goal for the upcoming academic year. Application for ELP Study Center is also made at this time.

**May 22, Class Evaluation (& Pat on the Back)** (Ms. K)

Students will reflect upon the seminar topics and instruction and offer assessment and critical feedback. And if time allows, students will summarize individual strengths and contributions of their peers to the ELP Seminar Group.

**May 29, Semester Exam Study** (Ms. K)

Time to study for semester and/or year-end comprehensive exams will be afforded.

AHS ELP Freshman Seminar, Feb 2012-13

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