

NHS Academic Enrichment Program Overview

NHS Academic Enrichment Program

- Homogeneous Group of AE Students
Grades 9 - 12
- Additional Course Requirements
- Increased Rigor and Higher-Order
Discussions
- Course Goals
- Individual Goals
- “Habits of Mind”
 - Critical Thinking
 - Creative Thinking
 - Self-regulation



Habits of Mind

Critical Thinking:

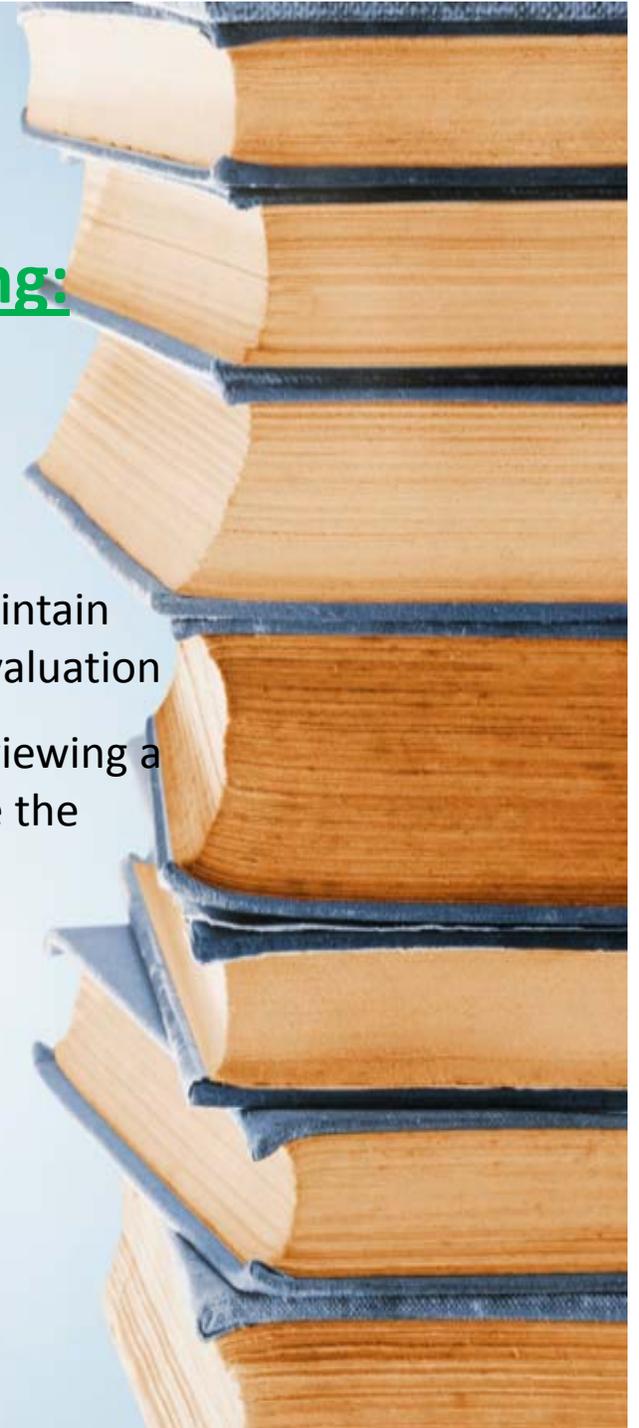
- Be accurate and seek accuracy
- Be clear and seek clarity
- Maintain an open mind
- Restrain impulsivity
- Take a position when the situation warrants it
- Respond appropriately to others' feeling and level of knowledge

Self-regulated Thinking:

- Monitor your own thinking
- Plan appropriately
- Identify and use necessary resources
- Respond appropriately to feedback
- Evaluate the effectiveness of your actions

Creative Thinking:

- Persevere
- Push the limits of your knowledge and abilities
- Generate, trust, and maintain your own standards of evaluation
- Generate new ways of viewing a situation that are outside the boundaries of standard convention



Habits of Mind

Responsible Decision Making:

- Making ethical, constructive choices about personal and social behavior

Self-awareness:

- Recognizing one's emotions and values as well as one's strengths and limitations

Self-Management:

- Managing emotions and behaviors to achieve one's goals

Social Awareness:

- Showing understanding and empathy for others

Relationship Skills:

- Forming positive relationships, working in teams, and dealing effectively with conflict



NHS Academic Enrichment Program

- Grade 09 – AE Honors English 09
- Grade 10 – AE Honors Chemistry
- Grade 11 – AE AP US History or
Grade 11 - AE Honors US History
- Grade 12 – AE AP English 12 or
Grade 12 - AE Honors English 12



How does AE differ from regular Honors English?



- Critical Thinking
- Creative Thinking
- Self-regulation



How does AE differ from regular Honors English?

- Added Emphasis on Self-Discovery
- Increased Opportunities for high – level class discussion (e.g. Socratic Seminars)
- Expected to be more self-directed
- Additional opportunities for creative responses
- Increased independence / responsibilities



Annual GIEP Goals:



Annual Course Goal 1

- Students will develop the critical reading skills required to analyze literature and will also enhance his or her ability to make connections: text-to-text, text-to-self, text-to-world.
- We will look at mood, tone, bias, and point of view through a variety of genres
- Students will recognize the aspects of literature that control the meaning and possible interpretations of an individual work.
- Students will learn to use textual support to back up their analysis



Annual Course Goal 2

- Students will develop effective strategies to successfully compose all writing modes.
- Students will use the PA state writing rubric, reader's response logs, timed writing, assessment samples, reflective writing, peer writing, editing and conferencing, teacher-student conferences, and self-assessment methods.



Annual Course Goal 3

- Students will construct and present an informed argument based on articles within his or her reading level.
- Students will chose texts within their reading level to research a topic of their choice.
- Students will write a detailed research paper
- The research paper topics will be presented for the class.



Next Steps:

- GIEP Development: November - December
- Parent Review of Proposed GIEP - January
- Individual GIEP Meeting if requested
- Repeat in Grade 10, 11 and 12

