Fremont Community Schools

K–12 High Ability Curriculum Map

Purpose

The Fremont Community Schools High Ability Curriculum Map provides a district-wide framework for meeting the academic, social, and intellectual needs of high-ability students. The curriculum is designed to provide appropriate challenge, depth, complexity, acceleration, creativity, and opportunities for students to apply advanced thinking skills.

The goal is to ensure that high-ability students are appropriately challenged and supported at every grade level while maintaining alignment with Indiana Academic Standards and Fremont Community Schools' curriculum expectations.

District High Ability Goals

1. **Provide appropriately challenging instruction** that extends beyond grade-level expectations.
2. **Develop higher-order thinking skills**, including analysis, evaluation, synthesis, creativity, and problem-solving.
3. **Provide opportunities for acceleration and enrichment** when appropriate.
4. **Develop independent learning skills** and student ownership of learning.
5. **Integrate real-world applications** and authentic problem-solving.
6. **Provide opportunities for high-ability students to work with intellectual peers.**
7. **Monitor student growth and adjust instruction** based on individual needs.
8. **Develop social-emotional skills** including resilience, collaboration, communication, and self-advocacy.

K–12 Curriculum Framework

Grade Band	Primary Focus	Curriculum Emphasis	Student Outcomes
K–2	Exploration & Discovery	Enrichment, questioning, creativity, advanced problem-solving	Students explore ideas, ask complex questions, and demonstrate curiosity.

3–5	Extension & Application	Depth, complexity, research, advanced problem-solving	Students apply knowledge, make connections, and investigate topics in greater depth.
6–8	Challenge & Independence	Advanced content, research, inquiry, interdisciplinary learning	Students analyze complex concepts, conduct independent investigations, and defend conclusions.
9–10	Advanced Application	Honors/advanced coursework, research, interdisciplinary projects	Students apply advanced skills to authentic problems and demonstrate independent thinking.
11–12	College & Career Readiness	Dual credit, AP/advanced courses, capstone experiences, career pathways	Students demonstrate advanced mastery, independence, and readiness for postsecondary opportunities.

K–2 High Ability Curriculum

English Language Arts

Focus Areas

- Advanced vocabulary development
- Complex literature and informational text
- Reading above grade-level expectations when appropriate
- Inferential and analytical questioning
- Creative writing
- Alternative endings and multiple perspectives
- Author's purpose and point of view

Student Experiences

- Advanced reading groups
- Literature discussions
- Creative writing challenges
- Student-generated questions
- Research mini-projects
- Writing from multiple perspectives

Mathematics

Focus Areas

- Mathematical reasoning
- Pattern recognition

- Logic problems
- Multiple strategies for solving problems
- Extension of grade-level concepts
- Introduction to advanced mathematical concepts when appropriate

Student Experiences

- Open-ended problems
- Math investigations
- Logic puzzles
- Number challenges
- Real-world mathematics

Science & Social Studies

Students will participate in:

- Inquiry-based investigations
- Student-generated questions
- Hands-on experiments
- Research projects
- Cause-and-effect analysis
- Connections between historical events and current issues

Creativity & Innovation

Students will:

- Generate multiple solutions
- Design and build
- Create original products
- Explain their thinking
- Participate in problem-based learning

Grades 3–5 High Ability Curriculum

English Language Arts

Focus Areas

- Advanced literature analysis
- Theme and author's purpose
- Argumentative writing

- Research
- Advanced vocabulary
- Creative and analytical writing
- Comparing multiple texts

Student Outcomes
Students will:

- Analyze rather than simply identify information.
- Support conclusions with evidence.
- Conduct independent research.
- Communicate ideas through multiple formats.

Mathematics

Focus Areas

- Advanced problem-solving
- Algebraic reasoning
- Geometry
- Mathematical patterns
- Data analysis
- Probability
- Multi-step problem-solving

Student Experiences

- Complex problem-solving
- Mathematical investigations
- Real-world applications
- STEM challenges
- Independent mathematical projects

Science

Students will:

- Design experiments
- Develop hypotheses
- Analyze data
- Evaluate evidence
- Develop scientific explanations
- Complete independent investigations

Social Studies

Students will:

- Analyze primary sources
- Compare historical perspectives
- Evaluate cause and effect
- Research historical questions
- Debate historical and civic issues
- Make connections between history and current events

Grades 6–8 High Ability Curriculum

English Language Arts

Focus Areas

- Literary analysis
- Advanced composition
- Research
- Argumentation
- Rhetorical analysis
- Advanced vocabulary
- Independent reading

Student Experiences

- Seminar discussions
- Research projects
- Socratic seminars
- Debate
- Advanced writing
- Independent inquiry

Mathematics

Focus Areas

- Advanced mathematics
- Algebraic reasoning
- Geometry
- Statistics
- Probability
- Mathematical modeling
- Pre-algebra/algebra acceleration when appropriate

Acceleration

Students demonstrating consistent mastery may be considered for accelerated mathematics pathways based on district criteria and demonstrated readiness.

Science

Students will engage in:

- Inquiry-based science
- Advanced laboratory investigations
- STEM projects
- Engineering design
- Scientific research
- Data analysis
- Problem-based learning

Social Studies

Students will:

- Analyze primary and secondary sources.
- Evaluate competing perspectives.
- Conduct independent research.
- Participate in debate and discussion.
- Examine complex historical and civic issues.

Grades 9–12 High Ability Curriculum

English Language Arts

Recommended Pathways

- Honors English
- Advanced Placement courses
- Dual-credit English
- College-level composition
- Independent research
- Capstone projects

Student Outcomes

Students will demonstrate the ability to:

- Analyze complex texts.
- Construct evidence-based arguments.
- Conduct independent research.
- Evaluate multiple perspectives.
- Communicate effectively in written, oral, and digital formats.

Mathematics

Recommended Pathways

Students may progress through advanced coursework such as:

Algebra I → Geometry → Algebra II → Precalculus → Calculus

Additional opportunities may include:

- Honors mathematics
- Advanced Placement mathematics
- Dual-credit mathematics
- Statistics
- College-level mathematics

Course placement should be based on demonstrated mastery, readiness, student interest, and appropriate district criteria.

Science

Recommended Pathways

Students should have access to advanced courses such as:

- Honors Biology
- Honors Chemistry
- Honors Physics
- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Physics
- Advanced Environmental Science

- Dual-credit science courses

High Ability Science Experiences

- Independent research
- Laboratory investigations
- STEM challenges
- Engineering design
- Scientific competitions
- Research presentations
- Career-connected learning

Social Studies

Recommended Pathways

- Honors courses
- Advanced Placement courses
- Dual-credit courses
- Independent research
- Government and civic engagement projects
- Historical research
- Debate

Students should be challenged to analyze issues from multiple perspectives and support conclusions with evidence.

K–12 High Ability Instructional Practices

Teachers should regularly incorporate:

Depth

Students study concepts in greater detail.

Complexity

Students analyze relationships, perspectives, systems, and competing ideas.

Acceleration

Students may move through content at an appropriately advanced pace when mastery is demonstrated.

Enrichment

Students explore concepts beyond the regular curriculum.

Inquiry

Students generate questions and investigate answers.

Creativity

Students develop original ideas, products, and solutions.

Problem-Based Learning

Students solve authentic and complex problems.

Independent Learning

Students develop the ability to manage and direct portions of their learning.

Collaboration

Students work with intellectual peers and engage in meaningful academic discussion.

High Ability Student Learning Expectations

By graduation, high-ability students should be able to:

1. Think critically and independently.
2. Analyze complex problems.
3. Generate creative solutions.
4. Conduct independent research.
5. Communicate ideas effectively.
6. Evaluate evidence and competing perspectives.
7. Apply knowledge to authentic situations.
8. Work effectively with others.
9. Advocate for their own learning needs.
10. Demonstrate readiness for college, career, and lifelong learning.

Assessment & Monitoring

High-ability student progress should be monitored using multiple measures, including:

- Classroom assessments
- District assessments
- State assessments
- Performance-based assessments
- Student work portfolios
- Teacher observations
- Student projects
- Growth data
- Course performance
- Advanced course performance
- Student goal setting

Progress should be reviewed regularly to determine whether students are receiving an appropriate level of challenge.

Acceleration Guidelines

Acceleration may include:

- Subject acceleration
- Grade-level acceleration
- Advanced course placement
- Compacting curriculum
- Independent study
- Dual-credit coursework
- Advanced Placement coursework
- Early access to advanced mathematics
- Early access to advanced science or English coursework

Acceleration decisions should consider academic readiness, social-emotional development, student motivation, performance data, and teacher recommendations.

Social-Emotional Support

High-ability programming should address the whole student.

Students may need support with:

- Perfectionism
- Fear of failure
- Managing academic pressure
- Developing resilience
- Peer relationships
- Self-advocacy
- Goal setting
- Time management
- Balancing academic and extracurricular responsibilities

Teachers and counselors should help students understand that challenge, productive struggle, and mistakes are important parts of learning.

Parent & Family Partnership

Fremont Community Schools will encourage families to participate in the high-ability process through:

- Parent communication
- Curriculum information
- Individual student conferences
- Academic planning
- Course selection
- Goal setting
- Information about advanced opportunities
- College and career planning

Annual District Review

The High Ability Curriculum Map should be reviewed annually by district administrators, high-ability teachers, classroom teachers, counselors, and other appropriate stakeholders.

The review should consider:

- Student achievement
- Student growth

- Participation in advanced coursework
- Acceleration decisions
- Student and parent feedback
- Teacher feedback
- Access to high-ability programming
- Indiana Academic Standards
- Postsecondary readiness

District Vision

Fremont Community Schools will provide every high-ability student with meaningful opportunities to be challenged, think deeply, create, explore, and reach his or her full potential.

The district's high-ability program will emphasize **depth, complexity, acceleration, enrichment, creativity, independence, and real-world application** while ensuring that students remain connected to the broader school community.

Goal: Challenge every high-ability student to grow beyond what they already know and become an independent, innovative, and lifelong learner.