

**Art**

### HHS TAG PLAN Update

Course Name: Symphonic Band, Concert Band, Guitar 1, 2, Music: Percussion, Jazz Ensemble    School Year: 2018-19

Length of Course:     Semester     Year-long    Teacher Name (first and last):    Geoff Fotland

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
\_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - Teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students are given various performing opportunities with honor bands across Oregon
- Pieces are chosen to challenge and feature students who have mastered current literature.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Concerts
- Proficiency of various musical elements and techniques.

**HHS TAG PLAN Update**

Course Name: Vocal Ensemble

School Year: 2018-19

Length of Course: Semester Year-long

Teacher Name (first and last): Benjamin Noyes

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
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**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Student conducting – pick, teach, perform piece with choir
- Section leaders

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Concerts
- Dress rehearsals

**HHS TAG PLAN Update**

Course Name: Treble Choir      School Year: 2018-19

Length of Course:   Semester   Year-long      Teacher Name (first and last): Benjamin Noyes

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
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**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Section leaders

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Concerts
- Dress rehearsals

**HHS TAG PLAN Update**

Course Name: Bass Choir

School Year: 2018-19

Length of Course:  Semester

Year-long

Teacher Name (first and last): Benjamin Noyes

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- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Section leaders

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Concerts
- Dress rehearsals

**HHS TAG PLAN Update**

Course Name: Concert Choir      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Benjamin Noyes

Select which are most commonly used or planned for the course:

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- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Student conducting
- Section leaders

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Concerts
- Dress rehearsals

**HHS TAG PLAN Update**

Course Name: Mariachi School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Benjamin Noyes

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
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**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Section leaders

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Dress rehearsals
- Concerts

**HHS TAG PLAN Update**

Course Name: Theatre 1, 2, IB School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Tori Scoles

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: Performance

**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Formative performance pieces such as exquisite coupes which will be conceptualized, written, and performed

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- One on one and group rehearsals with specific feedback and performance points to improve as well as self-reflection

**HHS TAG PLAN Update**

Course Name: Tech Theatre      School Year: 2018-19

Length of Course: Semester    Year-long    Teacher Name (first and last):    Tori Scoles

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
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- Informal Reading Inventory
- Pre-test
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- Monitoring of daily work/formative assessments
- OTHER:

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- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Production design to learn lighting, sound, and construction

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Check in as projects are completed

**HHS TAG PLAN Update**

Course Name: Leadership 1, 2      School Year: 2018-19

Length of Course: Semester    Year-long    Teacher Name (first and last): Sarah Cole

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Variety of project options with student choice, student led seminars, and independent projects

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Project presentations and reflections

### HHS TAG PLAN Update

Course Name: Student Government      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Sarah Cole

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
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- OTHER:

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- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Variety of project options with student choice, student led seminars, and independent projects

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Project presentations and reflections

**HHS TAG PLAN Update**

Course Name: Art 1

School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Omar Arguelles

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students explore different solutions to each project. For example if a student has experience with ceramics, I would allow them to use the potter's wheel instead of only hand-building

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Summative tests on vocabulary and concepts

### HHS TAG PLAN Update

Course Name: Art 2                      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Omar Arguelles

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- With each project, students are encouraged to research other artists' work in order to expand techniques

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Summative tests on vocabulary and concepts
- Written essays

**HHS TAG PLAN Update**

Course Name: IB Visual Art SL

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Omar Arguelles

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
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- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Each student explores different mediums outside of what is being taught in class

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Process portfolio
- Gallery show
- Art Competitions
- Essay

**HHS TAG PLAN Update**

Course Name: Cartooning and Drawing 1, 2

School Year: 2018-19

Length of Course: Semester Year-long

Teacher Name (first and last): Omar Arguelles

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
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- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- New class – considering different options

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Summative tests on vocabulary and concepts

**HHS TAG PLAN Update**

Course Name: Digital Photography 1, 2

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Andrea Brock

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
\_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students can develop indie projects

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects graded on the following:
  - Knowledge and understanding
  - Application
  - Reflection and evaluation
  - Personal engagement

**HHS TAG PLAN Update**

Course Name: Graphic Design 1

School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Andrea Brock

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
\_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students can develop indie projects

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects graded on the following:
  - Knowledge and understanding
  - Application
  - Reflection and evaluation
  - Personal engagement

### HHS TAG PLAN Update

Course Name: Graphic Design 2 and Advanced Graphic Design

School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Andrea Brock

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: \_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students self-drive their learning with indie projects, advanced projects, and community projects

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects graded on the following:
  - Knowledge and understanding
  - Application
  - Reflection and evaluation
  - Personal engagement

**CTE**



**HHS TAG PLAN Update**

Course Name: Intro to Veterinary Sciences, Intro to Agriculture, Horticulture Tech 2, Animal Nutrition, Floral Design 1, 2  
School Year: 2018-19

Length of Course: Semester    Year-long    Teacher Name (first and last):    Andrea Brock

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
\_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students have the option to choose from menu/list of items to complete learning objectives/standards.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Tests
- Projects
- Papers

**HHS TAG PLAN Update**

Course Name: Robotics 1, 2

School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Wayne Clift

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

Work Samples/Performance Task/SBAC/OAKS

Placement recommendations and data from previous teachers

Student input and self-assessment and/or interview

Informal Reading Inventory

Pre-test

Notebook checks

Monitoring of daily work/formative assessments

OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.

Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.

Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.

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Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work

Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration

OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Robotics 1 is a project-based class. Students individually or in teams construct and program robots to accomplish specific tasks. It is easy to monitor student progress on challenges. I will often identify when the basic form of the new challenge has already been mastered and modify the next challenge for specific students. Rather than stopping on the first line, I'd have them stop on each second line before turning. It demonstrates the basic skill while providing opportunity to problem solve with a more challenging task.
- Robotics 2 is project-based. Mastery is achieved through practice of smaller tasks, and is demonstrated by completing summative projects. The specific requirements of the project will be raised to challenge each student.

**STEP 4: POST-ASSESSMENT** What types **SUMMATIVE** assessment/s do you use to determine level of mastery throughout the year?

Robotics 1

- Completion of robot performance tasks
- Documenting work in an engineering notebook
- Project reports

Robotics 2

- Final unit projects
- Project reports

### HHS TAG PLAN Update

Course Name: Drafting 1, 2

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Wayne Clift

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Drafting 1 challenges are regularly used. These include learning how to design and manufacture vinyl stickers. To challenge students further, I can offer them to design a 2 or 3 color overlay sticker which is much more challenging.
- Drafting 2 involves CAD tool design of 3-D objects. Extra challenge is designed in having students model more complicated objects.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Drafting 1: Unit Projects, Portfolios of designs
- Drafting 2: Portfolios of designs

### HHS TAG PLAN Update

Course Name: Electronics 1, 2

School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Wayne Clift

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Digital logic labs contain alternate challenge assignments that replace more traditional directed assignments with problem solving tasks. Students will also select electronic design projects suited to their interest and skill-level.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Electronic projects
- Engineering reports

### HHS TAG PLAN Update

Course Name: Intro to Digital Tech      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Wayne Clift

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
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- Monitoring of daily work/formative assessments
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- This class samples many technologies allowing students to be creative. Some have already has intros to specific topics. For example, in our first HTML unit, students author a webpage. Advanced students will include more complex constructs.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit projects
- Reports

### HHS TAG PLAN Update

Course Name: Web Design      School Year: 2018-19

Length of Course:  Semester     Year-long      Teacher Name (first and last): Terry Alexander

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Independent projects with online learning at an advanced level.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Goal setting and progress monitoring

### HHS TAG PLAN Update

Course Name: Game Design 1, 2      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Terry Alexander

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
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- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Independent projects with online learning at an advanced level.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Goal setting and progress monitoring

### HHS TAG PLAN Update

Course Name: Computer Science Principles School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Terry Alexander

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Assignments are adjusted to include advanced content
- Independent learning options

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Goal setting and progress monitoring

### HHS TAG PLAN Update

Course Name: Child Development 1, 2, 3, 4                      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Bernice Koelbl

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students who work on their senior project/portfolios can choose to do the minimum or can excel by adding additional materials & do additional research

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests (Level 1, 2)
- Portfolios (Level 3, 4)

### HHS TAG PLAN Update

Course Name: Auto 1, 2, 3

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Glenn Campbell

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Auto 1: Disassembling and reassembling a small gas engine
- Auto 2: Troubleshooting electrical problems on a real car, lighting system bugs
- Auto 3: Troubleshooting difficult engine problems, bugs placed by teacher

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Auto 1, 2: Project completion, Written test
- Auto 3: Certification Tests, Project completion

**HHS TAG PLAN Update**

Course Name: Auto 4, 5

School Year: 2018-19

Length of Course:  Semester

Year-long

Teacher Name (first and last): Glenn Campbell

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

Work Samples/Performance Task/SBAC/OAKS

Placement recommendations and data from previous teachers

Student input and self-assessment and/or interview

Informal Reading Inventory

Pre-test

Notebook checks

Monitoring of daily work/formative assessments

OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.

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Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.

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Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work

Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration

OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students work at their own pace.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- ASE Certification Test
- Project completion

# English Language

## Arts

### HHS TAG PLAN Update

Course Name: IB HL and SL English 11

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Clemens

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: Reflect on IB Learner Profile

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Self-reflection of assessment material
- Personalized texts
- Student-driven discussions
- Student-generated questions

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- IOC (oral commentary)
- Written Task 1 (Creative analysis)
- FOA (presentation – formal/collaborative)
- Essays

**HHS TAG PLAN Update**

Course Name: IB HL and SL English

School Year: 2018-19

Length of Course:  Semester  Year-long

Teacher Name (first and last): Colleen Johnston

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- SAT higher level vocabulary
- Timed essay writing throughout year
- Creative tasks to show understanding

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- IB Paper 1
- IB Paper 2
- FOA
- Written Task 2

**HHS TAG PLAN Update**

Course Name: English 12

School Year: 2018-19

Length of Course:  Semester  Year-long

Teacher Name (first and last): Barbara Reich

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments

OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- An inquiry-based research paper that allows students to pursue their own interests, extending their knowledge in a topic of their choosing

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Final research paper, annotated bibliography, and reflection

### HHS TAG PLAN Update

Course Name: English 11

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Regina Winkle-Bryan

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Assessments with BL, SL, and HL options
- Advanced book recommendations
- Advanced article choices

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Essays
- Socratic seminars
- Zines

**HHS TAG PLAN Update**

Course Name: English 10

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): PLC

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- There are tiered options on assignments and assessments

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Assessments include multiple choice, short answer, essay, speech, projects

**HHS TAG PLAN Update**

Course Name: English 9

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Scott Satterlee

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Advanced vocabulary program
- Advanced grammar program

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Written and spoken assignments
- Vocabulary tests
- Grammar tests
- Research projects

# Math

**HHS TAG PLAN Update**

Course Name: Algebra 2      School Year: 2018-19

Length of Course:  Semester     Year-long      Teacher Name (first and last): Kayla Laurie

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
  - Placement recommendations and data from previous teachers
  - Student input and self-assessment and/or interview
  - Informal Reading Inventory
  - Pre-test
  - Notebook checks
  - Monitoring of daily work/formative assessments
  - OTHER:
- 

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: Accelerated (regular) and Everyday class option

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- HW groups following instruction for more challenging tiered work options
- A/B options on tests

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests
- Final Exams

### HHS TAG PLAN Update

Course Name:    Statistics            School Year:    2018-19

Length of Course:    Semester    Year-long    Teacher Name (first and last):    Sara Harsin

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
  - Placement recommendations and data from previous teachers
  - Student input and self-assessment and/or interview
  - Informal Reading Inventory
  - Pre-test
  - Notebook checks
  - Monitoring of daily work/formative assessments
  - OTHER:
- 

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- We do projects throughout the year which allow the students to dig deep into a topics of their interest

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests
- Projects

### HHS TAG PLAN Update

Course Name: IB Math SL (Yr 2 with Calculus)      School Year: 2018-19

Length of Course:    Semester    Year-long      Teacher Name (first and last): Amanda Kissinger

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
  - Placement recommendations and data from previous teachers
  - Student input and self-assessment and/or interview
  - Informal Reading Inventory
  - Pre-test
  - Notebook checks
  - Monitoring of daily work/formative assessments
  - OTHER:
- 

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- IB Internal Assessment which allows the students to dig deep into a topics of their interest

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests
- IB Project
- IB Exam (final)

**HHS TAG PLAN Update**

Course Name: Pre-Calculus (IB Math SL Yr. 1) School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Rhonda Vandenberg

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
  - Placement recommendations and data from previous teachers
  - Student input and self-assessment and/or interview
  - Informal Reading Inventory
  - Pre-test
  - Notebook checks
  - Monitoring of daily work/formative assessments
  - OTHER:
- 

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Challenge problems that are optional for students

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests

**HHS TAG PLAN Update**

Course Name: IB Math Studies      School Year: 2018-19

Length of Course: Semester    Year-long    Teacher Name (first and last): Rhonda Vandeborgh

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
  - Placement recommendations and data from previous teachers
  - Student input and self-assessment and/or interview
  - Informal Reading Inventory
  - Pre-test
  - Notebook checks
  - Monitoring of daily work/formative assessments
  - OTHER:
- 

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- IB Internal Assessment

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests
- IB Project
- IB Exam (final)

**HHS TAG PLAN Update**

Course Name: Geometry School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Carol Gaumont

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:  
\_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- HW groups following instruction for more challenging A/B level work options

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit tests
- Work Samples

# PE/Health

### HHS TAG PLAN Update

Course Name: PE 1, 2, 3

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Dilley

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Timed lap Tuesday
- History of sport – written report

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Written test
- Physical fitness test

### HHS TAG PLAN Update

Course Name:    Aerobics

School Year:    2018-19

Length of Course:    Semester    Year-long    Teacher Name (first and last):    Hardt

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Throughout instruction, there are opportunities for everyone to be at their own level. There are also bigger projects at the end that will allow students to make and lead their own lesson and varying levels.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

Fitness improvement throughout the term

### HHS TAG PLAN Update

Course Name: IB Sport Exercise & Health Sciences

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last):

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Student-led lessons
- Peer tutoring
- Project design plans
- Senior project

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects and Labs
- Tests

### HHS TAG PLAN Update

Course Name: Fitness Training & Sports Medicine

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Hutchinson

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: Senior project

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Student-led lessons
- Peer tutoring
- Project design plans
- Senior project

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Test
- Projects and Labs

### HHS TAG PLAN Update

Course Name: Health 1 & 2

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Langford

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Nutrition – further expansion into macro-nutrients, eating for sport, weight loss, weight gain, or maintenance

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Tests
- Essays

# Science

Course Name: Physics

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): PLC

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Enrichment activities available for students who have mastered basic content (EX: pinhole camera lab)

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Quizzes
- Lab reports
- Projects

### HHS TAG PLAN Update

Course Name: Chemistry

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Mueller

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Extension labs
- High level discussion questions in class
- High level questions each lab

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit test
- Summative lab report

### HHS TAG PLAN Update

Course Name: Chemistry, Chemistry DL

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Mueller

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Extension labs
- High level discussion questions in class
- High level questions each lab

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit test
- Summative lab report

**HHS TAG PLAN Update**

Course Name: IB Physics 1, 2      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Terry Alexander

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Replace single with multi-step problem solving
- Support for a rich IA (internal assessment)

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Same assessments but on different problems

### HHS TAG PLAN Update

Course Name: Environmental Science

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Webber

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students may choose to construct and monitor an ecocolumn during the ecosystems unit as an option for that unit assessment

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Use research combined with classroom material to solve a problem

**HHS TAG PLAN Update**

Course Name: Anatomy and Physiology

School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Dean Miyama

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- NW Promise Dual-credit opportunity through Oregon Tech (OIT)

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit Exams
- Quizzes
- Lab Reports

### HHS TAG PLAN Update

Course Name: IB Biology HL

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Alex Threthewy

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Curriculum designed for acceleration and self-motivated students
- Individual assessments are designed with student-teacher partnership

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit Exams
- IB Exam at end of year
- Lab Reports
- Individual assessment

**HHS TAG PLAN Update**

Course Name: IB Biology SL and HL      School Year: 2018-19

Length of Course:    Semester    Year-long      Teacher Name (first and last): Brian Pendergrass

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Dual credit
- Extension activities and challenge problems

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- IB assessments and Tests
- Presentations and discussions
- Projects and Labs
- Papers

### HHS TAG PLAN Update

Course Name: Intro to Biotechnology      School Year: 2018-19

Length of Course:  Semester     Year-long      Teacher Name (first and last): Brian Pendergrass

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Dual credit

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Presentations and Projects
- Labs and tests
- Videos and discussions
- Papers

# **Social Studies**

### HHS TAG PLAN Update

Course Name: IB Economics

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Blind

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Critical thinking and analysis
- Real world analysis application and evaluation of economic theory

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- IB Exam
- IB Internal Assessment
- Unit Tests

### HHS TAG PLAN Update

Course Name: World Studies, World Studies (DL) School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): PLC

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Assessments are offered with tiered (HL/SL) options that offer more challenging ways of demonstrating content knowledge and depth

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Summative assessments are used to determine students abilities to engage in higher-level work with our class content (such as analysis and evaluation)

### HHS TAG PLAN Update

Course Name: Economics

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Blind

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- When possible, there are HL options for the summative and formative assessments. Those assignments are designed as an opportunity for students to further their understanding.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Quizzes & tests
- Simulation

**HHS TAG PLAN Update**

Course Name: American Studies, American Studies (DL) School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): PLC

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Small group discussions and DBQs are organized to allow clusters of homogenous grouping

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Socratic seminars and persuasive speeches are used as assessments to provide opportunities for student leadership

### HHS TAG PLAN Update

Course Name: IB Global Politics

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Julio Galian

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Choice on case studies for IB test-prep
- Leadership opportunities on small group work, discussion protocols and case study selection

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Essay
- Speeches

**HHS TAG PLAN Update**

Course Name: IB History of Americas School Year: 2018-19

Length of Course: Semester Year-long Teacher Name (first and last): Stacy Roberts

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: Quizzes

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- IB Exams and Projects

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Essay
- Essay outlines
- Projects
- Quizzes

**HHS TAG PLAN Update**

Course Name: Psychology      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): James Mick

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- HL options are provided each day for students. These options expand on the topic and provide an opportunity for more reflection and depth.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Writing prompts
- Projects

**HHS TAG PLAN Update**

Course Name: Ethnic Studies                      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Stacy Roberts

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- HL options are provided on assignments

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Essay
- Group project
- Art Project

**HHS TAG PLAN Update**

Course Name: History of the Americas 2      School Year: 2018-19

Length of Course:   Semester   Year-long      Teacher Name (first and last): Catherine Jager

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment, but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- HL tasks throughout each major assessment and assignment.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- In class essays
- Past IB tests

### HHS TAG PLAN Update

Course Name: Economics      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Blind

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- When possible, there are HL options for the summative and formative assessments. Those assignments are designed as an opportunity for students to further their understanding.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Quizzes & tests
- Simulation

**HHS TAG PLAN Update**

Course Name: IB Economics

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Blind

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Critical thinking and analysis
- Real world analysis application and evaluation of economic theory

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- IB Tes
- IB Internal Assessment
- Unit Tests

# **World Language**

**HHS TAG PLAN Update**

Course Name: Spanish 3

School Year: 2018-19

Length of Course: Semester Year-long      Teacher Name (first and last): Karen Van Wye

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students may use duolingo or Quizlet apps to expand vocabulary & improve grammar

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Projects
- Unit exams

### HHS TAG PLAN Update

Course Name: Spanish 4 (DL)

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Karen Van Wye

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: Writing samples

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students read novels in Spanish to improve vocabulary, spelling, and grammar

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit exams that demonstrate proficiency in reading and writing
- Projects that demonstrate proficiency in speaking
- Essays assigned periodically

**HHS TAG PLAN Update**

Course Name: Spanish 1

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Karen Van Wye

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Duolingo app to improve grammar and vocabulary, additional vocab lists, independent reading

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Unit exams that demonstrate proficiency

**HHS TAG PLAN Update**

Course Name: French 1, 2, 3, IB, AVID 12

School Year: 2018-19

Length of Course:  Semester  Year-long

Teacher Name (first and last): Tami VanSlyke

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students are able to choose additional oral opportunities to demonstrate mastery of a greater depth of knowledge and content

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Students are asked to create individualized original contexts in which they demonstrate the ability to converse, according to the demands of the situation
- Upper-level classes write essays in response to writing prompts & also read additional texts, after which they are assessed for comprehension

### HHS TAG PLAN Update

Course Name: Spanish 4, 5 (DL)

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last):

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students are encouraged to participate in a dual credit opportunity at the end of April

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Expository and argumentative essays
- Reading comprehension exams and essays
- Individual and group presentations
- Completion of reading quizzes

**HHS TAG PLAN Update**

Course Name: Spanish 2

School Year: 2018-19

Length of Course:  Semester  Year-long

Teacher Name (first and last): Alan Whinery

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: pre-requisite course

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students have many opportunities to explore advanced and more challenging ways to express themselves. Skits, projects, and speeches give individuals broad and varied options to showcase their linguistic abilities.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Tests
- Speeches
- Skits in Spanish

**HHS TAG PLAN Update**

Course Name: Spanish IB

School Year: 2018-19

Length of Course:  Semester  Year-long

Teacher Name (first and last): Alan Whinery

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: pre-requisite course

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Students have many opportunities to explore advanced and more challenging ways to express themselves. Skits, projects, and speeches give individuals broad and varied options to showcase their linguistic abilities.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Tests
- Speeches
- Skits in Spanish
- Musical presentations

**ESL**

### HHS TAG PLAN Update

Course Name: ELD Math Support Tutorial      School Year: 2018-19

Length of Course:  Semester     Year-long    Teacher Name (first and last): Jennifer Hershberger

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Learning is individualized and students are pulled into groups based on their level

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Math tests
- Project-based problems

**HHS TAG PLAN Update**

Course Name: ELD Progressing 3      School Year: 2018-19

Length of Course:   Semester   Year-long      Teacher Name (first and last):      Meredith Ferrier

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER: \_\_\_\_\_

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
- Compacting the Curriculum - teachers make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
- Learning Contracts for Independent - A specific agreement between the student and teacher that allows opportunities for various choices in exploring, learning, applying and completing a product within certain specifications.
- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER: \_\_\_\_\_

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Choice reading
- Discourse activities

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Performance Tasks
- Essays

### HHS TAG PLAN Update

Course Name: ELD Emerging 2

School Year: 2018-19

Length of Course:  Semester  Year-long Teacher Name (first and last): Karen Adams

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
- Enrichment - This is an expansion of the subject, looking at it in more depth or from a different perspective.
- Cluster/Small Group/Flexible Grouping - students who are understanding the curriculum at an advanced level are grouped together so that they can build off of each other's ideas and benefit from each other's insight.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- I give extra readings. I talk to them directly and ask more challenging questions. I allow them to teach and explain material.

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Students are asked to create individualized original contexts in which they demonstrate the ability to converse, according to the demands of the situation
- Upper-level classes write essays in response to writing prompts & also read additional texts, after which they are assessed for comprehension

### HHS TAG PLAN Update

Course Name: ELD Emerging 1

School Year: 2018-19

Length of Course:  Semester  Year-long      Teacher Name (first and last): Jennifer Hershberger

Select which are most commonly used or planned for the course:

**STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING (FORMATIVE)**

- Work Samples/Performance Task/SBAC/OAKS
- Placement recommendations and data from previous teachers
- Student input and self-assessment and/or interview
- Informal Reading Inventory
- Pre-test
- Notebook checks
- Monitoring of daily work/formative assessments
- OTHER:

**STEP 2: DIFFERENTIATED INSTRUCTION**

- Tiered Assignments - Often used on a summative assignment (project/essay, etc), a tiered assignment is one which offers options, each of which meets the standards/goals for the assignment but which allow gifted students extra challenge.
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- Assignment Modification/Differentiation - a teacher modifies/differentiates the assignment without creating more work
- Acceleration - dual-credit courses, Advanced Placement and International Baccalaureate programs and subject-based acceleration
- OTHER:

**STEP 3: Describe something specific you offer in this course to challenge students with a high-level of mastery (could be on the smaller, daily scale OR it could be one or a few big opportunities during the school-year)**

- Reading texts at different levels are offered to keep faster language learners exposed to new, more difficult vocabulary

**STEP 4: POST-ASSESSMENT What types SUMMATIVE assessment/s do you use to determine level of mastery throughout the year?**

- Performance assessments
- Projects (presentations, posters, books, created conversations, or role plays)

