



**San Diego Unified**  
SCHOOL DISTRICT

**Middle School Seminar Program Summary 2015-2016**

A minimum 50% of each class identified as Seminar in PowerSchool (e.g. 1520S\_2.1, 6520S.1) is comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

Site Name: Grant K-8 School							
Site Address: 1425 Washington Place							
Phone: 619/293-4420				Website: sandiegunified.org/schools/grant			
Principal: Kathy Lorden				Email: klorden@sandi.net			
School Psychologist: Heather Mulno				Email: hmulno@sandi.net			
Grade levels that offer Seminar classes:							
		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>	
		Eng/LA ✓	Sec. St.	Eng/LA ✓	Sec. St.	Eng/LA ✓	Sec. St.
Total enrollment in each Seminar class by grade level:		34	28	23	22	28	28
Number of students identified as Seminar in each Seminar class by grade level:		10	11	9	9	16	16
Number of students identified as Cluster in each Seminar class by grade level:		11	7	13	11	8	7
Number of students Multiply Identified (Learning English, has/had an IEP or 504 Plan) in each Seminar class by grade level:		2	3	1	∅	∅	∅
Do you have any students identified as Seminar not enrolled in at least one Seminar class?		∅	∅	∅	1	1	1
Names of teacher(s) of Seminar classes:		GATE Cert.	Date of Cert:	Names of teacher(s) of Seminar classes:		GATE Cert.	Date of Cert:
Anne Anthony		Yes	2002	/			
Trish Ashe		Yes	1990				
Steve Gillespie		No	in progress				
Charles Zizzo		No	in progress				
How is the Common Core curriculum modified to provide depth, novelty, acceleration, complexity, and remediation (as appropriate) within the Seminar classes?							
What modifications and amplifications are being made to the school's existing behavior/discipline plan to develop self-regulation and positive social skills for students identified as Seminar?							

# Middle School Seminar Program Summary 2015-2016

## Grant K-8 School

### **Modifying the Common Core Curriculum**

At Grant we differentiate for our Seminar students in social studies and in our language arts courses. There are numerous ways we make adjustments to the standard curriculum, both Common Core as well as state standard-driven content material.

For example, in 8<sup>th</sup> grade, seminar students go into greater depth when studying the founding of the American nation by writing their own *Teenage Declaration of Independence*. In studying the battles of the Revolutionary War, students have the opportunity to choose from a menu of assignments allowing them to accelerate their learning and satisfy their particular level of curiosity.

Students in social studies also have opportunity to find academic peers across four grade levels (grades 6-9) as they explore events in the modern world by participating in the Junior Model United Nations program

In language arts, we've enrolled our young writers in a rigorous, authorial "boot camp" that pushes each of them beyond their former qualitative abilities and expectations. Recognizing that many of our Seminar students are already working beyond their grade levels, we're able to provide them with a range of specific writing strategies and tools (often using Lucy Calkins' writing checklists) that reach beyond the middle school level, into high school.

We use our technological tools (Google Classroom, NEWSELA, IXL, Typing.com, Quizlet, and more) to stay efficient, organized, and relatively eco-friendly. Seminar students are encouraged to edit, remake, invent, and explore new ways to problem solve and present information to their instructor and peers. Our Seminar students have been devouring the word study content provided by Flocabulary and supported by practice and assessments within Quizlet, Google Docs, and Google Forms. The eighth graders take on SAT Vocabulary Prep.

Online programs provide comprehensive analysis of a student and/or class' strengths and weaknesses, allowing students to access content at a level that is complex (or remedial) enough to provide both challenge and access. In this way, Seminar students able to learn and master curriculum at an accelerated pace, and remediate in specific areas where they need support.

### **Developing Self-Regulation and Positive Social Skills**

In language arts, as students establish new skills and techniques, students groups (our "authors' circles" or "news teams") are carefully composed to assure all students benefit from peer coaching and modeling. Once a new skill has been established, students regroup in order to support the emergence of leadership in students have not, in the past, been prone to taking initiative and control of an assignment. In this way, we have already seen capable but quiet Seminar students make the shift from hesitant laborer to assertive delegate.

We use ClassDojo in our Seminar classes as a means of recognizing particularly notable positive behaviors, especially those that demonstrate a student's willingness to help others and participate in class discussions using the accountable talk that we model every day.