



TENTATIVE GIFTED 9TH GRADE COHORT SCHEDULING EXAMPLES

Avondale High School

**Final choices and offerings will be dependent on gifted enrollment numbers and needs.*

IMPORTANT CONTEXT FOR FAMILIES:

High school scheduling is complex, and while we will aim to cohort gifted students in as many classes as possible, several factors impact this goal:

- Individual student priorities and interests in Music/CTE/Art/World Language
- Student acceleration levels in cores courses

COHORTED GIFTED CLASSES= Students are scheduled in a course with other gifted students.

SEMI-COHORTED= Students are potentially scheduled with some gifted students and high achieving students in the subject area; not exclusively gifted

EXAMPLE SCHEDULES

Below we have created an example master schedule for Cohorted Gifted students and a variety of example scheduling scenarios based on different academic needs and pacing of students. The master schedule is based on standard 9th grade coursework with honors. We realize not every student scenario is represented, but we wanted to give a variety for context.

Example of a COHORTED MASTER CORE SCHEDULE with honors by hour

- Hour 1: Biology - Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: Analytical Chemistry (SEMI-COHORTED)
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry* (SEMI-COHORTED/ HN Algebra 2 (SEMI-COHORTED)
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

Our goal is to cohort students in 3-4 core classes plus Gifted Biology when able. Realistically, students may have 2-4 cohorted classes based on individual student needs, pacing, and passion areas.

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SCENARIO 1: MAXIMUM COHORTING (5) WITH BIOLOGY

Student Profile: Standard course sequence

- Hour 1: Biology - Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: *WL or Elective (PE/Health/Art/CTE) depends on what is offered this hour
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)
- Hour 5: *WL or Elective (PE/Health/Art/CTE) depends on what is offered this hour
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

****Please note your selected World Language, Math, science other Biology, or a preferred Elective course may conflict with a Cohorted hour and reduce the number of cohorting opportunities.***

**1****SCENARIO 1 SUMMARY: 5 out of 7 COHORTED CLASSES**

NOTES: This is the ideal scenario for maximum cohorting. Student takes Gifted Biology 1st hour and all four cohorted core classes. World Language and/or an elective fill the remaining hours.

2**SCENARIO 2: MATH ACCELERATION PRIORITY- HN ALGEBRA**

Student Profile: Accelerated in math, standard in other subjects

- Hour 1: Biology – Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: * WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Algebra 2 (SEMI-COHORTED)
- Hour 5: * WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

****Please note your selected World Language, science other than Biology, Math or a preferred Elective course may conflict with a Cohorted hour.***

SCENARIO 2 SUMMARY: 4 out of 7 COHORTED CLASSES

NOTES: This schedule allows math-accelerated students to maintain some cohorting in other core classes, plus potentially a Gifted Biology while accessing appropriate math curriculum.

3**SCENARIO 3: ACCELERATED CORES PRIORITY**

Student Profile: Taking AP-level course, tested out of HN English 9, Credit Forward US History, accelerated in math, completed biology in 8th grade

- Hour 1: AP Calculus AB (PRIORITY – Non-cohorted, advanced math, mixed grade levels)
- Hour 2: Analytical Chemistry (SEMI-COHORTED, advanced science preparing for AP science)
- Hour 3: HS Transitions (COHORTED)
- Hour 4: * WL , Science or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 5: AP Govt/HN Econ (NON-COHORTED)
- Hour 6: * WL, Science or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 7: HN ENGLISH 10 (NON-COHORTED)

****Please note your selected World Language, Science, Math or a preferred Elective course may conflict with a Cohort hour or a preferred selection.***

SCENARIO 3 SUMMARY: 1 out of 7 COHORTED CLASSES

NOTES: Highly accelerated students take multiple AP/HN classes, which run particular hours. Student tested out in the spring and took credit forward in summer school to accelerated pacing. This naturally reduces 9th grade-specific cohorting. However, this student maintains cohorting in HS Transitions. This is appropriate for students who need maximum academic challenge and are ready for college-level coursework. AP and HN classes place students in environments where students are motivated to learn.

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SCENARIO 4: BAND PRIORITY

Student Profile: enjoys music playing an instrument, standard core sequence

- Hour 1: Band (PRIORITY - Non-cohorted)
- Hour 2: *Biology/Science, WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)
- Hour 5: *Biology/Science, WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

****Please note your selected World Language, Science, Math or a preferred Elective course may conflict with a Cohorted hour.***

SCENARIO 4 SUMMARY: 3 out of 7 COHORTED CLASSES

NOTES: Band conflicts with Gifted Biology, so students take Biology in a regular hour. Students prioritized their passion/gift area (music) over Gifted Biology cohort opportunity but maintains cohorting in other core academic classes. This is a good balance for a music-focused student.

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SCENARIO 5: BAND PRIORITY - ADVANCED BAND

Student Profile: Advanced musician who auditioned for advanced band, standard core acceleration

- Hour 1: Biology - Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: Band - Advanced/Auditioned (PRIORITY - Non-cohorted)
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)
- Hour 5: *WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

****Please note your selected World Language, Math, Science, a preferred Elective course may conflict with a Cohorted hour.***

SCENARIO 5 SUMMARY: 5 out of 7 COHORTED CLASSES (including Gifted Biology)

NOTES: Student takes advanced band (requires audition). Students can take Gifted Biology AND maintain all four cohorted core classes.



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SCENARIO 6: CHOIR PRIORITY

Student Profile: Vocal music passion, standard course sequence

- Hour 1: Biology – Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: *WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)
- Hour 5: Choir – Freshmen (PRIORITY – Non-cohorted)
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

****Please note your selected World Language, science other than Biology, Math or a preferred Elective course may conflict with a Cohorted hour.***

SCENARIO 6 SUMMARY: 5 out of 7 COHORTED CLASSES (including Gifted Biology)

NOTES: Choir in this scenario doesn't conflict with any cohorted core classes. Student achieves maximum cohorting – all four core classes plus Gifted Biology – while pursuing vocal music passion. This is ideal for choir students and demonstrates that choir fits well within the cohorted schedule.

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SCENARIO 7: ANALYTICAL CHEMISTRY PRIORITY

Student Profile: Accelerated in science, already completed Biology

- Hour 1: * WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 2: Analytical Chemistry (PRIORITY – Non-cohorted, mixed with 10th graders and motivated science students)
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)/HN Algebra 2 (SEMI-COHORTED)
- Hour 5: * WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 6: HN US History (COHORTED)
- Hour 7: HN English 9 (COHORTED)

****Please note your selected World Language, Math, Science, a preferred Elective course may conflict with a Cohorted hour.***

SCENARIO 7 SUMMARY: 3 or 4 out of 7 COHORTED CLASSES

NOTES: Student is accelerated in science, already taken biology so Gifted Biology 1st hour is not needed. Student can maintain cohorting in three core academic classes while accessing advanced science curriculum.



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SCENARIO 8: CTE/ARTS PRIORITY

Student Profile: Strong interest in CTE or an arts course

- Hour 1: Biology – Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: English 9 or *WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)/HN Algebra 2 (SEMI-COHORTED)
- Hour 5: English 9 or *WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 6: HN US History (COHORTED)
- Hour 7: Intro to Engineering (CTE) or Mixed Media (Arts) or Intro to 3D Art (Arts)

****Please note your selected World Language, Math or science other than biology may conflict with a Cohorted hour.***

SCENARIO 8 SUMMARY: 3 out of 7 COHORTED CLASSES

NOTES: CTE and Art courses will have particular hours. This demonstrates that electives can be scheduled without sacrificing all cohorting experiences. Student could take honors credit within a regular English 9 an hour where there isn't a cohorted class in order to get the CTE/Art class desired.

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SCENARIO 9: ACCELERATED MATH PRIORITY-AP Precalculus

Student Profile: Taking AP-level course, Credit Forward US History, already had biology

- Hour 1: AP Precalculus (PRIORITY – Non-cohorted, advanced course, mixed grade levels)
- Hour 2: Analytical Chemistry or * WL or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 3: HS Transitions (COHORTED)
- Hour 4: * WL, Science or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 5: AP Govt/HN Econ (NON-COHORTED)
- Hour 6: * WL, Science or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 7: HN ENGLISH 9 (COHORTED)

****Please note your selected World Language, Science, or a preferred Elective course may conflict with a Cohorted hour or preferred selections.***

SCENARIO 9 SUMMARY: 2 out of 7 COHORTED CLASSES

NOTES: Accelerated students often take multiple AP/HN classes with mixed grade levels. This naturally reduces 9th grade-specific cohorting. However, this student maintains cohorting in HS Transitions. This is appropriate for students who need maximum academic challenge and are ready for college-level coursework.



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SCENARIO 10: WORLD LANGUAGE PRIORITY

Student Profile: Strong interest and priority in a World Language course.

- Hour 1: Biology – Gifted Section (COHORTED with 8th grade GATE students)
- Hour 2: *World Language(PRIORITY) or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 3: HS Transitions (COHORTED)
- Hour 4: HN Geometry (SEMI-COHORTED)/HN Algebra 2(SEMI-COHORTED)
- Hour 5: *World Language (PRIORITY) or Elective (PE/Heath/Art/CTE) depends on what is offered
- Hour 6: HN US History (COHORTED)
- Hour 7: HN ENGLISH 9 (COHORTED)

****Please note your selected World Language, Math, Science or Elective may conflict with a Cohorted hour***

SCENARIO 10 SUMMARY: 4 out of 7 COHORTED CLASSES

NOTES: Priority is a world language course. Depending on the language, the level and when it is offered it may or may not impact cohorting courses.

KEY TAKEAWAYS FOR FAMILIES:

PRIORITY RANKING MATTERS: When students rank their passion/gift areas (music, art, CTE, etc.) as high priority, they may trade off some cohort opportunities. This is a valid choice that honors individual student strengths and interests.

ACCELERATION CREATES NATURAL TRADE-OFFS: Students who are accelerated in English/Math/Science/Social Studies/World Language will be in mixed-grade classes, reducing 9th grade-specific cohorting but likely they're with other advanced learners or students in their interest areas.

We cannot guarantee all students will have the same number of cohorted classes.

Final cohort opportunities depend on: • Total enrollment numbers • Course requests and patterns • Testing out results (Spring) • Priority ranking selections • Single-section course conflicts

QUESTIONS TO CONSIDER WHEN MAKING COURSE SELECTIONS:

1. What are my student's primary passion/gift areas?
2. Is my student willing to trade cohort opportunities to pursue their priority interest?
3. Where has my student been accelerated, and how does that impact grade-level cohorting?
4. Which core classes are most important for my student to experience with gifted peers?
5. Does my student thrive more with consistency (maximum cohorting) or specialization (pursuing specific interests)?

We encourage families to have honest conversations about these trade-offs before finalizing course requests.

For more information pertaining to 9th grade and future AHS course selections: <https://app.smores.com/n/k73hz>

