Meeting the Needs of the FEW
JORDAN SCHOOL DISTRICT
ELEMENTARY GIFTED/TALENTED MODEL
(BASED ON STATE OF UTAH GIFTED/TALENTED RULES)

MEETING THE NEEDS OF ALL

STATE CORE CURRICULUM
DETERMINE APPROPRIATE CURRICULUM
CONTENT: IDENTIFYING KEY CONCEPTS
PROCESS: INFUSING CRITICAL & CREATIVE THINKING
PRODUCT: ASSESSMENT/PRODUCTS

RENZULLI MANAGEMENT MODEL
PROVIDE ADVANCED LEVEL ENRICHMENT FOR ALL STUDENTS WITH OPPORTUNITIES FOR PURSUIT OF INDIVIDUAL PROJECTS
- TYPE I ENRICHMENT
- TYPE II PROCESS SKILLS
- TYPE III IN DEPTH STUDY/PRODUCTS

TALENT DEVELOPMENT
PURPOSEFUL EXPOSURE TO A WIDE VARIETY OF EXPERIENCES TO BUILD AND ASSESS INDIVIDUAL STRENGTHS, INTERESTS AND TALENTS
- LEADERSHIP
- SPECIFIC ACADEMIC
- VISUAL/PERFORMING ARTS
- CREATIVE THINKING

MEETING THE NEEDS OF THE MANY
DIFFERENTIATION

ASSESSMENT AND IDENTIFICATION

INSTRUCTIONAL STRATEGIES
- FLEXIBLE GROUPING FOR READINESS, INTEREST, OR LEARNING STYLES
- MULTIPLE TALENTS
- THINKING SKILLS MODELS
- SPECIAL G/T PROGRAMS

MEETING THE NEEDS OF THE FEW
PACING FOR DEPTH AND COMPLEXITY BASED ON ASSESSMENT & IDENTIFICATION
- CURRICULUM COMPACTING
- INDEPENDENT STUDY
- ACCELERATION
- ALPS

ADAPTED FROM JOSEPH RENZULLI’S SCHOOLWIDE ENRICHMENT MODEL

4.1
Curriculum Compacting
Curriculum compacting is the process of identifying learning objectives, pretesting for prior mastery of these objectives, and eliminating needless teaching or practice if mastery can be documented. The time saved through this process may be used to provide either acceleration or enrichment for students.

- Sally M. Reis & Joseph S. Renzulli

Steps for Implementing Curriculum Compacting:

1. Identify the learning objective or standards all students must learn.

2. Offer a pretest opportunity to volunteers who think they may have already mastered the content, OR plan an alternate path through the content for those students who can learn the required material in less time than their age peers.

3. Eliminate all drill, practice, review, or instructional time for students who have demonstrated prior mastery to these objectives.

4. Plan and offer curriculum extensions, i.e. enrichment or acceleration, for students who are successful with the compacting opportunities.

5. Keep records of this process and the instructional options available to “compacted” students.

IMPORTANT: Never use the time students buy back from strength areas to remediate learning weaknesses. Always allow students to capitalize on their strengths through activities that extend their exceptional abilities. Allow students to remediate their weaknesses when the whole class is working on those areas of the curriculum.
Two Kinds of Curriculum Compacting

Basic skills compacting

1. Does the student already know the skills being covered in the classroom?
2. Can proficiency be documented?
3. Can certain skills be eliminated?
4. Will the student be allowed (and encouraged) to master missing skills at his/her own pace?
5. If skills can be mastered at a pace commensurate with a student’s ability, will the student be able to help determine what he/she will do in the time earned by displaying mastery?

Content compacting

1. If the student already knows the content, will he/she have an opportunity to display competency of the subject or topic. (In English class, a teacher asks if anyone has already read the novel she has passed out to class.)
2. If students do not already know the content but have the ability to master the material at their own pace, will they be given the opportunity?
3. If content mastery can be demonstrated, will the student have the opportunity to select the work that will be substituted for previously mastered content?

Adapted from Curriculum Compacting
By Sally M. Reis, Deborah E. Burns, and Joseph S. Renzulli
Curriculum Compacting

Curriculum compacting is a system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating work that has been previously mastered or streamlining work that may be mastered at a pace commensurate with the students ability. The time that is gained through this system may then be used to provide students with appropriate enrichment and/or acceleration activities. Curriculum compacting has three major objectives:

1. To create a more challenging learning environment
2. To guarantee proficiency in the basic curriculum
3. To “buy time” for more appropriate enrichment and/or acceleration activities, particularly Type II and Type III activities and other cooperative and independent studies.

Teamwork in Curriculum Compacting

Responsibilities of the classroom teacher:

- Determine goals of the regular curriculum
- Assess students’ mastery of goals
- Diagnose and prescribe appropriate learning activities
- Plan enrichment and/or accelerated activities based on compacted time of students
- Communicate with parents, other teachers and principal

Responsibilities of the administrator:

- Provide, support and participate in teacher training activities
- Budget funds needed for enrichment materials
- Oversee scheduling
- Monitor appropriateness of enrichment/acceleration activities
- Reinforce compacting through praise and positive evaluations

Adapted from materials by Joseph Renzulli and Alane Starko
Behaviors Which May Suggest Compacting is Necessary

- Consistently finishes tasks quickly
- Finishes reading assignments first
- Appears bored during instruction time
- Consistently daydreams
- Creates own puzzles, games, or diversions in class
- Brings in outside reading material
- Has consistently high performance in one or more academic areas
- Test scores consistently excellent despite average or below average class work
- Asks questions which indicate advanced familiarity with material
- Is sought after by other students for assistance
- Uses vocabulary and verbal expression in advance of grade level
- Expresses interest in pursuing alternate or advanced topics

A “Quick and Dirty” Check

Is the student in the top reading group or reading at an advanced level?
Does he/she finish tasks quickly?
Do you think he/she would benefit from more challenging work?

Adapted from materials by Joseph Renzulli and Alane Starko
Procedures for Compacting

Column I is the place to record indications of student strength. These would include evidence of general ability in the subject area and/or specific knowledge of the material to be taught.

Think about the following questions:
1. What are the indicators of student strength in this area? These might include standardized test, previous grades, teacher reports, classwork, or student comments.
2. What units/topics/skills are to be compacted?
3. In what ways might you assess previous knowledge? You may consider pretests, conferences, demonstrations, or observations.

After you have gathered information about general and specific strengths, summarize it in Column I of the Compactor.

Column II is used to outline specific activities and assignments necessary to master the material. These may be designed to accelerate content and/or teach needed skills as indicated by preassessment. Be sure to include:

- Materials to be eliminated or accelerated
- Activities designed to teach and practice needed skills
- Means to prove mastery of skills taught.

Column III is used to list alternative activities. These enrichment and/or acceleration activities should be based on students’ interests and strengths. You may wish to:

- Review interest assessments
- Consult with the student regarding his/her interests
- Consult with the other teachers or other professionals

Consider the following options:

<table>
<thead>
<tr>
<th>Independent Study</th>
<th>Curricular Enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Investigations</td>
<td>Acceleration</td>
</tr>
<tr>
<td>Mini-courses</td>
<td>Mentorship</td>
</tr>
<tr>
<td>Type I Presentations</td>
<td>Work Study</td>
</tr>
</tbody>
</table>

Compactor forms on following pages:

Adapted from materials by Joseph Renzulli and Alane Starko
The Compactor

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE
The Compactor
Prepared by Joseph S. Renzulli
Linda H. Smith

| NAME ______________________________  AGE _____  TEACHER(S) _________________ |
| SCHOOL _________________________  GRADE _____  PARENT(S) ____________________ |

* Individual Conference Dates and Persons Participating in Planning of IEP _______ _______ _______

<table>
<thead>
<tr>
<th>Curriculum Areas to be Considered for Compacting</th>
<th>Procedures for Compacting Material</th>
<th>Acceleration and/or Enrichment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a brief description of basic material to be covered during the marking period and the assessment information or evidence that suggests the need for compacting:</td>
<td>Describe activities that will be used to guarantee proficiency in basic curricula areas</td>
<td>Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.</td>
</tr>
</tbody>
</table>

☐ Check here if additional information is recorded on the reverse side
## Sample Compactor

**INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE**

**The Compactor**

Prepared by Joseph S. Renzulli
Linda H. Smith

<table>
<thead>
<tr>
<th>NAME</th>
<th>Scott</th>
<th>AGE</th>
<th>10</th>
<th>TEACHER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>Central</td>
<td>GRADE</td>
<td>5</td>
<td>PARENT(S)</td>
</tr>
</tbody>
</table>

* Individual Conference Dates and Persons Participating in Planning of IEP  ______  _______  _______

### Curriculum Areas to be Considered for Compacting

Provide a brief description of basic material to be covered during the marking period and the assessment information or evidence that suggests the need for compacting:

- **Mathematics** 5 Unit 4
  - Scott has achieved an A average in math for the past 3 years. He scored 95%ile on CTBS math. Scott took the Unit 4 test as a pretest. All items were correct except those dealing with word problems in division.

### Procedures for Compacting Material

Describe activities that will be used to guarantee proficiency in basic curricula areas:

- All classrooms in Unit 4 will be eliminated except textbook pages 92 - 94 and Enrichment Master 4 - 12 dealing with word problems in division.

- Mastery will be tested using items 28 - 32 of the Extra Unit Test.

### Acceleration and/or Enrichment Activities

Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum:

- 1. Scott will work in the Resource Room to complete a computer program of logic puzzles to be used in the primary grades.

- 1. Scott will work on Aftermath I worksheets.

- 3. Scott will attend a mini-course on beginning geometry in January.

☐ Check here if additional information is recorded on the reverse side
Sample of Requirements for Compacted Students

Required Activities

1. Read pages 54 - 69 in your Social Studies book. Pay careful attention to the questions in the sections entitled “Thinking About It.”

2. You are responsibly for the following vocabulary words. You should be able to define them and use them in a sentence.

   | glacier | evidence | agriculture |
   | nomad   | historian | archeology  |

3. Choose one of the following questions. Answer in a minimum of three good paragraphs.

   A. Why did early Americans live in groups? How did it affect their lifestyle?

   B. Geographical features such as rivers, mountains, etc., affect the customs and lifestyle of groups living near them. How have geographical features affected the lives of the early group described in Chapter 5?

   C. Choose two groups of early Americans and compare them. How were their food, homes, customs, and beliefs alike or different?

4. When you feel you have mastered the material in Chapter 5, you may take the Chapter test. See me to schedule a day and time.

Optional Activities

Choose one or more of the following activities.

1. Begin or continue work on a Type III project.

2. Read the poem “Children of the Desert.” Write a poem describing another group’s relationship with its environment. Begin a collection of poems about nature.

3. Find several examples of Indian myths. Plan a way to teach the class about Indian myths. You might want to include a play, filmstrip, or slide presentation.

4. If Europeans had never come to this country, what would America be like today? Write a story or play to describe it.

5. Research techniques of archaeological research. Demonstrate them for the class.

6. Plan another project of your choice.

Adapted from materials by Joseph Renzulli and Alane Starko
Commonly Asked Questions About Compacting

1. Question: This process might work well in an area in which the curriculum is highly structured and/or defined by the textbook, but I don’t use a textbook. Can I still compact?

   Answer: Certainly! Although the examples used are primarily from textbooks, the same principles hold true for any body of content or skills taught. The key is to identify your goals. What is it you want the students to master? How can it be evaluated? In most cases, procedures intended for evaluation at the end of a unit of study can be used for pretesting and possible elimination of activities. Alternatively, students with about average ability may be given the opportunity to progress through a series of teacher-planned activities at a more advanced pace.

2. Question: I’m not only concerned with the content that my students master, but with processes such as comparison and contrast, discussion skills, etc. If I structure my class time to practice these skills, how can students afford to miss any time?

   Answer: Again, the key is to know your goals. Can any of the process skills you wish students to master be practiced within the context of enrichment activities? For example, a child who is engaged in an independent project surveying the community on the need for an additional fire station will undoubtedly have ample opportunities to practice comparison and contrast. Does the student in question already have highly developed discussion skills? Will he/she use them in the context of alternate experiences? If you feel that students are deficient in specific process skills, you will, of course, want to make sure they are exposed to those skills. The crucial question is, how can that exposure be best accomplished? In most cases a combination of selected class time and enrichment experiences is appropriate above average students.

3. Question: I’m using a simulation. If students miss part of my class and are not available to fill their roles, not only do they miss a valuable experience, but other students miss some components of the simulation. I feel the leadership roles my above average students fill in the simulation are differentiated and challenging and I don’t want them to miss it.

   Answer: Clearly there can be activities in the regular classroom that are challenging and appropriate for bright students. A high quality simulation with a wide variety of open-ended roles and opportunities for critical and creative thinking may well be one of those activities. If, in your professional judgement, your class is engaged in an activity that is appropriate and important for bright students, perhaps that is a suitable time for compacting. However, beware of the danger sign: If you think everything you do in your classroom is essential and can’t possibly be missed, it may be time to look closely at your goals and activities. It is a rare course in which every activity is essential for every child.

4. Question: I’m a secondary teacher with 120 students. How can I expected to fill out 120 forms and plan 120 separate lesson plans?
Answer: No teacher is expected to complete Compactors and/or plan separate lessons for
every student. The easiest way to implement compacting at the secondary level is through
the formation of cluster, honors or talent pool classes. Within the cluster classes material
is compacted for the entire group and appropriate enrichment is provided. If honors
classes are not available, secondary teachers may wish to start with an independent study
contract for an individual or small group from whom the need is greatest. These may
include extremely advanced students or students involved in advanced level enrichment
projects who need to “buy” class time.

5. Question: There’s not a coordinator in my building. How can I plan enrichment
activities?

Answer: Although it is certainly desirable to have an area coordinator to help plan
enrichment activities, the absence of a pull-out program make compacting and
classroom enrichment even more important. You may wish to start with a brief interest
and assessment to determine areas in which class members desire more information.
Classroom enrichment might include “Interest Development Centers,” in which materials
are gathered to expose children to topics of interest, a “Thinker’s Corner” housing
commercial materials designed to teach process skills, and offer a variety of independent
study options. In some cases, acceleration to more advanced curriculum materials is
desirable. Media specialists, reading teachers, G/T specialists and fellow teachers can be
excellent sources of ideas and materials.

6. Question: What if students are compacted and spend their compacted time wandering,
disrupting others, etc. rather than completing the activities listed in Column III?

Answer: The Compactor is not just a planning document but an agreement between
student and teacher. If the student consistently wastes compacted time, an appropriate
response might be, “I’m sorry, Keith, that you don’t seem able yet to manage your
independent time well. From now on you will need to complete all required assignments
with the rest of the group. Perhaps later, when you are ready to work independently,
we’ll try compacting again.” It is usually a very short time before students ask to try
compacting again.

7. Question: I know I can’t start compacting all my advanced students in every subject.
Where should I start?

Answer: You may want to start with an individual student. If, for example, you have a
student beginning a Type III investigation, it will be important to “buy time” for him/her.
You could begin compacting in the student’s strength area. If you have a student who is
extremely advanced in a particular subject area, that may provide a starting point.
8. **Question:** When is the most important time to compact?

**Answer:** Whenever the current classroom activities are not allowing students to be actively learning, they should be compacted at all times. That is the only way in which they can be assured of appropriate, challenging school experiences. It is essential that students be compacted during the time they are pursuing Type III (advanced level independent study) projects. The time and energy necessary to produce a high quality Type III are impossible without sufficient time to work and freedom from ever accumulating make-up work. The student who must pursue advance studies in addition to all regular classwork (rather than in place of previously mattered material) will most likely lose the joy of creative production under the burden of an impossible workload.

9. **Question:** When do I teach the skills listed under Column II?

**Answer:** The best time and method for teaching needed skills depends on the skill, the child’s needs and the teacher’s teaching style. For example, Adam’s two greatest needs were short and long vowels and alphabetical order. Adam needs to know alphabetical order in order to use the card catalog or do any independent research. It was important that he master the skill as soon as possible, and it was taught it to him on an individual basis. (It took about five minutes!) On the other hand, there was no pressing need for him to be able to identify short and long vowels before the spring achievement tests. He could very well have waited until another group was covering the skill and pull him in for the appropriate lessons. He was, however, in a flexible reading program, so Adam was taught short and long vowels individually, but another teacher could have chosen to do it differently with equal success.

*Adapted from materials by Joseph Renzulli and Alane Starko*
Independent Study
Managing Independent Study

Providing opportunities for independent study can be an effective strategy to meet the needs of accelerated students who may need the extra challenge of more in depth content and study in the regular classroom. By providing settings for these students to study individually or in small groups, these students can be challenged and also enrich the content of the classroom by sharing their expertise. Schools with structured Type III rooms have a built-in setting for teachers to provide this superb opportunity for more able students.

For primary grade students the independent study project needs structure and guidance. A sample primary grade planning form is included to provide structure and direction. Check on student progress often. A sample upper grade planning form is included as well.

Arranging time for students to be able to pursue an independent study project takes some preparation. Compact advanced children out of reteaching, review, and concepts they already understand by using a pretest or an introductory assessment. This “earned” time can be spent on study and research in areas of student interest and should correlate with classroom curriculum to enhance an on-going unit of study. A final product must be required and should be shared with an audience.

Through independent study students develop skills to help them gather and organize information and to communicate effectively the results of their investigation to others. Skills of independent study can be introduced to the whole class, small groups, or even individual students. It is important to teach the skills and provide ongoing guidance so students can eventually pursue independent study on their own.
Steps for Preparation and Presentation of Research

Choosing a topic:
1. Make it appropriate to the child’s age and grade level
2. Simplify topics
3. Be alert to having enough information available or having too much information to handle
4. Help the student select an area of interest or curiosity to ensure enjoyment for the project
5. Arrange for the topic to be connected to classroom curriculum

Encourage a variety of Research:
1. School and public libraries have not only encyclopedias, but books, magazines, pictures, pamphlets, AV materials.
2. Home resources may include books, newspapers, TV, DVDs
3. Experts can be interviewed by telephone, letter, in person, email
4. Community resources like businesses, public services, universities

Compiling information - Students should:
1. List questions about the topic and locate the answers
2. Identify interesting and important facts about the topic
3. Include key resources, copies of newspaper articles, graphs, and diagrams
4. Select a final product to share the information gathered
5. Be neat, proofread, add artwork to enhance the final product

Sharing the Research - Students should:
1. Practice the presentation sufficiently to be successful. Practice for parents, a friend, in front of a mirror, etc.
2. In front of groups remember to:
   - look at the audience, use eye contact
   - speak loudly, clearly, and not too fast
   - stand up straight, be comfortable not wiggly
   - show pictures, etc. to everyone long enough to give everyone a good view
   - tell about it; don’t read except for parts like a quote or a poem
   - smile!
3. Present at home, school class, other appropriate groups
4. Keep the presentation within the allotted time
5. Be prepared to answer questions
Independent Study

Why Independent Study?

Gifted children often develop an eagerness to explore one or more topics of interest. Independent Study gives students a structured environment to pursue their interests, while providing training for many Type II process skills. As students are guided through this process, they learn academic skills and develop learner independence.

Stages of Independent Study

It is important for teachers to assess students’ degree of independence before allowing them to pursue an independent study project. Then determine an appropriate direction for independent learning.

_Basic Skills of Independence_ is where students learn the basics such as selecting a topic, asking research questions, finding answers, using resources effectively, time management, and product completion.

_Structured Independence_ is where the teacher provides structured, but open-ended tasks for the students. Students may need to follow a preset timeline, follow a specific steps outlines for completion of the project, and work toward teacher-established criteria for success.

_Shared Independence_ is where students take the lead in the process of independent learning. Here, the student poses a research problem or question, designs the plan for researching, develops timelines and goals, and establishes criteria for evaluation. The teacher’s role is that of “guide on the side”.

_Self Guided Learning_, the ultimate goal of education, is where students can plan, execute, and evaluate independent projects on their own. The teacher provides feedback but is not to provide guidance and instruction.
Browsing Boxes Independent Study
Projects K-2

Independent study with visual aids

1. Prepare Browsing Boxes on a variety of topics
   a. Obtain several large boxes with lids
   b. Label each box with a specific topic
   c. Gather books and other types of reference materials on topics and store them in the boxes
   d. Find materials suitable for a wide range of reading abilities
   e. Ask school or public librarians to help you gather materials
   g. Ask the principal about using G/T money to purchase reference materials

2. Student(s) selects a browsing box
   • Week one: Student investigates topic anytime AFTER class work has been completed
   • Week two: Student prepares “transparency talk”
     • Draw or trace pictures that represent learning onto transparency/ transparencies
     • Show it/them to an audience and narrate

Rationale
• Students enjoy independent study because they’re allowed to investigate large amounts of information without immediately being expected to report on everything they learn.
• The expectation that visual aids will be included in the presentation relieves them of the burden of doing too much writing.
• Teachers enjoy it because students work on the same project for several days or weeks, relieving them of the responsibility to provide numerous, shorter activities for those students who are always “done” and don’t know what to do next.

Topic Ideas:
Alligators, art, birds, brain, caves, dinosaurs, Eskimos, forests, horses, human body, insects, kangaroos, lighthouses, music, New York City, Ocean creatures, pigs, planets, prehistoric creatures, Queens, robots, scientists, spiders, UFOs, volcanoes, whales, zebras

Independent Study relieves teachers of the responsibility of providing numerous short activities for students who are fast finishers.

Adapted from: Susan Winebrenner, Teaching Gifted Kids in the Regular Classroom
My Independent Study Plan

Primary Grades

Name: __________________________________________ Date: __________________

Teacher: __________________________________________ Grade: ______________

1. I am interested in _______________________________________________________

2. I will study about it by ___________________________________________________

3. These resources may help _________________________________________________

4. My final product will be _________________________________________________
   I will share it with ______________________________________________________
   and my family.

My Plan:

1. The title and description of my project ________________________________________

2. The materials I will need are _______________________________________________

3. The steps to complete my project are _________________________________________

4. Problems I might have completing this plan ____________________________________

5. Corrections to my plan: ____________________________________________________

   I will have time to work on my project on these days ____________________________
   at this time from ______________________ to ______________________
   I will finish this project by this date _________________________________________

Parent Signature: ________________________________

Teacher Signature: ______________________________
My Independent Study Plan
Upper Grade Student Plan

Name: ___________________________________________________  Date: ___________________
Teacher: _________________________________________________  Grade: _________________

I. My Interest

I became interested in __________________________________________________________
because _______________________________________________________________________
_____________________________________________________________________________

II. My Investigation

A. I already know or have found out ____________________________________________
___________________________________________________________________________
___________________________________________________________________________

B. I want to investigate further ______________________________________________
___________________________________________________________________________
___________________________________________________________________________

III. My Project

I plan to produce _______________________________________________________________
_____________________________________________________________________________

I will be able to work on my project on these days __________________________________
at this time, from ______________________________ to ______________________________
I will present my completed project to _____________________________________________
_______________________________________________ and my family.
IV. My Plan

A. This is my plan so others will understand.
_______________________________________________________________________
_______________________________________________________________________

B. List the materials, equipment, and resources I will need.
_______________________________________________________________________
_______________________________________________________________________

C. List the steps in order.
_______________________________________________________________________
_______________________________________________________________________

Target Completion Date ________________________________

D. List problems which might arise. How might I prevent them?
_______________________________________________________________________
_______________________________________________________________________

E. I will consider the problems above, then make improvements in my plan with a different colored pen/pencil. ________________________________

V. My Evaluation

A. The best things about my project were ________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

B. The things I would do differently next time are ________________________________
_______________________________________________________________________
_______________________________________________________________________
Great Brain Independent Study Project

The administration and faculty encourage students, with support of their parents, to become involved in a research project.

Specifically, to become a “Great Brain”, a child chooses a topic to research in-depth, using a variety of sources and keeping careful records. The child then plans and makes a presentation before an audience.

Great Brain is more intensive than regularly assigned schoolwork. Curiosity, creativity, commitment, and perseverance are required to complete such independent study. A strict set of guidelines and steps must be followed to accomplish the project.

For an exciting adventure in learning, we invite you to initiate a Great Brain Project soon.
What is a Parent’s Role?

Since a Great Brain project is an independent research undertaking and is completed, to a large extent, outside of school, parents play a significant role. A parent should be very involved in the preparation of the project, but will be a spectator during the presentation. Following are some guidelines:

1. Help the student decide on a realistic and interesting topic.

2. Meet with your child and the classroom teacher to sign the contract.

3. Brainstorm with your child to develop questions of inquiry on his topic.

4. Promote and encourage the project by helping your child set up a schedule to complete each step.

5. Provide or help the child get necessary materials for visual aids and the creative phase of the project.

6. Center some of your family discussions and activities on the child’s topic.

7. Guide your child in his research and help him to evaluate his progress.

8. Help your child prepare and rehearse his presentation.

9. Be sure to attend your child’s presentation, along with other invited adult guests such as grandparents, neighbors, and friends. This should be a very special day for your child. He will have completed a difficult and unique task and will deserve your praise and recognition within the family unit.
What is the Student’s Role?

1. **List several subjects which arouse your interest or curiosity.** Remember, there is a whole, wide world of interesting things, common or uncommon. Your own interest is the most important guide to choosing a topic. Don’t be afraid to stray from the beaten path. Take what time you need to brainstorm until something really sparks your interest. You might discover an interesting subject while reading a newspaper or magazine, listening to special program or speaker, or observing something in a real-life situation. Perhaps you’ve always had a fascination for a certain subject and want to pursue it. A Great Brain subject should be one that will stretch the limits of your knowledge, rather than one you have already mastered.

2. **Select subject from your list which is most appealing and offers the most promise of new discoveries.** Your parents may help you narrow or broaden the topic as needed and as is appropriate for your age and abilities.

3. **Fill in and sign the official entry blank and contract included as the last page of this guide.** This is a very important step and no Great Brain project is considered in progress until this is done. If possible, you and your parent(s) should arrange to meet with your classroom teacher at this point to initiate the actual work on your project. You, your parent, and your teacher must all read and sign the contract before any further work is done.

4. **Prepare a high-quality list of questions that you would like to find answers to on your subject.** Keep adding to your list as you dig deeper and deeper. A minimum of 20 good questions to answer should be listed for any in-depth study of an interesting topic.

5. **Gather information about your subject** from a variety of sources and from all possible places over a period of time. Visit libraries, museums, laboratories, exhibits, programs, etc. Use books, magazines, television, telephone and personal interviews of authorities, mail-order, Internet, DVD’s, experiments, and surveys--any sources you can find that are applicable to your subject.
6. **Keep notes and accurate records** of the interesting things you learn and the places where you find information. Don’t just copy the author’s words. Summarize information in your own words and tell some of your own ideas.

7. **Organize your findings** by grouping related ideas under major headings. Use graphic organizers to help make sense of your subject and provide continuity from beginning to end.

8. **Create an original product** that has to do with your subject and reflects your own thinking. This could be a story, a poem, a painting, a photo essay, a play, a short video program, construction of an original model, devising and carrying out an original scientific experiment, or any of a number of things. It is a very important part of your total project.

9. **Make or collect audio/visual aids** such as pictures, posters, real objects, sound effects, etc., which will make your presentation more interesting or easier for your audience to understand.

10. **Practice your presentation** until you are able to give it clearly and confidently. Know your subject very well. Be prepared to answer questions from your audience. You may use notes, but you should know your subject well enough that you do not need to read your entire presentation. Practice giving your presentation in a loud, clear voice to an audience. Hear their suggestions for improvement and try again as many times as necessary. Share your ENTHUSIASM and EXCITEMENT with your audience.

11. **Schedule your presentation** with your teacher when you are sure that you are ready or soon will be. Your teacher will review with you the steps involved and schedule an appropriate time for your presentation if you have fulfilled the obligations of the contract. Make sure your teacher knows if you need any special equipment or furniture for your presentation.

12. **Hand in the written component of your project** prior to the time of your presentation. This should include a title page, a list of your research questions, a written report of your findings, and a bibliography. All of these things should be typed or neatly written and included in some sort of folder or binder. Your teacher will also ask to see your notes and your graphic organizer.
1 | GET READY | Get a notebook, file or file box to collect your Great Brain information
2 | SURVEY | Do a “survey” and list several topics which you may wish to study in depth.
3 | SELECT | Choose the subject which is most appealing and offers the most promise of new knowledge for you.
4 | QUESTION | Make a list of questions about your chosen topic.
5 | STUDY | Gather information about your subject. Search all possible places. Collect in a file.
6 | NOTES | Keep a record in your notebook of the interesting things you learned. Write notes in your own words.
7 | BIBLIOGRAPHY | Keep a careful record of your sources of information.
8 | ORGANIZE | Make an outline by categorizing your information and ideas into major groups.
9 | WRITE | Write a short book or pamphlet about your topic. Include pictures or illustrate your booklet.
10 | VISUALS | Make or collect visual (and/or auditory) examples such as pictures, posters, props, video, etc. to use in your presentation.
11 | PLAN | Make a plan for sharing your knowledge with classmates and friends.
12 | PRACTICE | Practice your presentation in front of an audience, using a loud, clear voice. Answer their questions and ask for feedback.
13 | PRESENT | Schedule a class presentation with your teacher. Then, teach your class about your topic.
# Reviewers’ Check List

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REVIEWERS’ SIGNATURE: __________________________________________
Acceleration
Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities. The purposes of acceleration as a practice with the gifted are 1) to adjust the pace of instruction to the students’ capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period necessary for students to complete traditional schooling. Acceleration benefits many highly capable individuals by better motivating them toward schooling, enhancing their involvement with extracurricular activities, promoting more challenging options in the middle school and high school years, and preparing them to begin contributing to society at an earlier age. While not as widely used as a practice with diverse gifted learners, evidence suggests that it can be a successful strategy with low income, minority, and students with learning problems as well. Therefore, NAGC strongly endorses this practice as one important avenue to address the needs of gifted learners.

Acceleration practices involve allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation. Research documents the potential academic benefits and positive outcomes of all forms of appropriately implemented acceleration strategies for intellectually gifted and academically talented learners. These research-based best practices include grade skipping, telescoping, early entrance into kindergarten or college, credit by examination, and acceleration in content areas through such programs as Advanced Placement and International Baccalaureate at the high school level. Instructional adaptations in the classroom such as compacting, which allows for more economic use of learning time in a specific subject, are also a desirable and best practice for talented students.

Both group and individual decisions can be made in respect to accelerative options. For example, both AP and IB programs by virtue of their structure and content offer college-level work. As long as students meet prerequisites and accept the rigors of such programs, gifted and other learners can and should take advantage of such group-oriented programs. At an individual level, students may be tutored or engage in online coursework at an accelerated level. Such options can be more readily tailored for individual needs.
Talent search programs at selected universities provide early assessment of advanced mathematical and verbal abilities in students such that decisions on appropriate accelerative options can be constructed inside and outside of schools. For example, several acceleration opportunities can be accessed through online coursework in specific content areas or offered at university sites. Advanced Placement as an accelerative option may be made available throughout the high school years or earlier through independent study, tutorials, or special classes.

Acceleration options should be available at each stage of development in a child’s educational program from early entrance to primary school up through early college entry in order to even out the curriculum challenge. Parents may also wish to seek out accelerative opportunities beyond the school setting in order to accommodate an individual student need that cannot be met in traditional school settings.

Yet acceleration decisions should be made thoughtfully with the needs of the whole child in mind. In decision-making about the appropriateness of a particular form of acceleration and the extent of acceleration for a given child at a given time, educators and parents should consider the child’s intellectual and academic profile, socio-emotional and physical development, and preferences and dispositions of the child relative to the decision since acceleration may not always be the appropriate option for every gifted child. Factors that enhance the success of acceleration practices include 1) positive attitudes of teachers, 2) timelines related to the decision, 3) parental support, and 4) careful monitoring of the implementation.

Highly able students with capability and motivation to succeed in placements beyond traditional age/grade parameters should be provided the opportunity to enroll in appropriate classes and educational settings. The National Association for Gifted Children program standards provide some guidance for using accelerative practices on a routine basis at all stages of development.

Acceleration policies in schools should ensure that opportunities such as the ones described here are available provisions in all gifted programs for individuals and groups of learners ready to advance beyond the standard curriculum at any age and in any area of learning.

Approved 9-27-04
Selected References


This book chronicles landmark research on gifted individuals and the use of acceleration in their development. Based on the work of many researchers in the field, the volume explicates our understanding of the effectiveness of acceleration techniques with such students, the efficacy of accelerative programs and services for them, and views on the interplay of intelligence and productivity.


In Volume 1, this report issues a wake-up call to America’s schools on the need to provide accelerative options at every stage of development for gifted learners, using research evidence coupled with student vignettes of successful acceleration. The report argues convincingly for action on this key programming feature. In Volume 2, the argument for acceleration is further buttressed by actual data presented by researchers demonstrating its positive effects on the learning patterns of gifted students.


This second edition of a longitudinal study highlights ongoing insights into the lives of highly gifted children in Australia, their families and their schools. It provides important findings into the social, emotional and academic needs of these children as they mature.


This comprehensive text on program development provides meta-analyses on the issue of acceleration, coupled with sound practical strategies for employing it in schools.


This edited volume provides a strong overview of diverse perspectives and views on acceleration in various modes and at various stages of development. It represents a compendia of important ideas for practitioners.


This research article reports on the long term benefits of acceleration in a rigorously controlled study. Based on the Study for Mathematically Precocious Youth (SMPY) findings, the authors highlight the positive outcomes found for accelerated learners.


This practical guide provides administrators and teachers with ideas, strategies, and assessment protocols for using various techniques of acceleration in school, including the diagnostic prescriptive approach, compacting, testing out of curriculum standards, and selection of advanced materials.
## Acceleration versus Enrichment

### Acceleration
- Strategies that result in advanced credit or placement
  - Moving faster through academic content
  - Offering standard curriculum to students at a younger-than-usual age or lower-than-usual grade level

### Enrichment
- Strategies that supplement, enhance, or go beyond standard grade-level work but do not result in advanced placement
  - Providing depth and breadth
  - Focusing on developing process skills

### Both Should:
- Accommodate needs of high ability students
- Meet individual needs
- Lead to greater knowledge and skills
- Develop creative and other higher-level thinking skills

### Grade Skipping
After appropriate screening the student is accelerated one or more grades. This may be done during the academic year, or at the end of a school year.

### Continuous Acceleration
The student is given advanced material to meet their academic needs.

### Self-Paced Instruction
The student is provided with appropriate materials to complete at a self-selected pace.

### Content or Specific Subject Acceleration
The student is placed for part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade.

### Curriculum Compacting
The student is given reduced amounts of introductory activities, drill, and review. The time saved may be used to move faster through the curriculum.

### Telescoping Curriculum
The student spends less time than normal in a course of study (e.g., completing a 1-year course in 1 semester, or finishing secondary school in less than six years)

### Mentorships
The student is exposed to a mentor who provides advanced training and experiences in a content area.

### Extracurricular
The student is enrolled in a course or summer program that offers instruction and/or credit for study.

### Concurrent Enrollment
The student participates in one or more college level classes during high school.

### Advanced Placement
The student takes courses with advanced content in order to “test out” or receive credit for completion of college-level coursework.
ALPS
Accelerated Learning Program for Students
Ask About ALPS

TO ALL PARENTS OF STUDENTS IN JORDAN SCHOOL DISTRICT, K-8:

Many programs are necessary to meet the needs of academically gifted students. In order to help meet some of these needs, Jordan School District has established a self-contained program at the middle school level (grades 7-9) and the elementary school level (grades 1-6). This program is called the Accelerated Learning Program for Students (ALPS). The ALPS program is facilitated at Midvale Middle, Alta View Elementary, Peruvian Park Elementary, Jordan Ridge Elementary and Westland Elementary.

WHO SHOULD CONSIDER THE PROGRAM?

If your child has some of the following characteristics, you should consider applying for this program.

- He/she is recommended by their classroom teacher to apply for ALPS.
- His/her SAT or end of level test scores are in the ninetieth percentile in total reading, language and math.
- He/she is capable of working two or more grade levels above placement in academic areas. (i.e., a second grader working at a fifth grade level).
- He/she is self-motivated. This means that your child can plan, decide and work independently.
- He/she has good classroom habits and behaviors.

SOME THINGS YOU NEED TO KNOW!

- ALPS students must reapply every year.
- ALPS students will be doing more difficult work and may have more homework.
- You must provide for your child’s transportation to elementary ALPS schools.
- You must be willing to volunteer to assist with classroom activities with an ALPS classroom teacher.
- You will agree that should your child experience great difficulty he/she will be placed back in the neighborhood school.
- If your child has limited English proficiency, testing will be by teacher recommendation and student survey only.
- If your child is eligible for services under Section 504 or the Individuals with Disabilities Education Act, you will mark the application so that any predetermined, reasonable accommodations can be available at testing.
- All ALPS elementary students should attend their boundary area ALPS school.

IF YOU ARE INTERESTED IN THE ALPS PROGRAM -
Request an application packet from your Jordan School District school or Jordan District Office (call 567-8381).
This letter is also available in Spanish.
ALPS Mission and Guiding Principles

The following are the formal ALPS mission statement and principles that are used to guide ALPS. These were formulated and edited by the 1993 Superintendent’s ALPS Taskforce Committee. This committee was made-up of a wide representation of parents, teachers and administrators. The document was approved and ratified by Jordan District Board of Education, April 1993 and has served well to the present time.

Accelerated Learning Program for Students (ALPS)
Instructional / Housing Model

Mission Statement
The mission of the Accelerated Learning Program for Students (ALPS) is to respond to the needs of students who demonstrate superior performance in academics. Students will receive a specialized instructional setting of acceleration and enrichment that will enable them to achieve their potential as individuals, citizens, and leaders.

Guiding Implementation Principles for ALPS

1. We believe that academically accelerated children may be at risk for failure, if they receive their education in a regular classroom setting, especially in the areas of self-esteem and in developing individual strengths. Students functioning in the top 5% of our District have needs as unique and diverse as the needs of children functioning in the lowest percentile ranges.

2. We believe the most appropriate classroom setting for accelerated learners is with grade level peers in specialized classes.

3. We believe that the ideal situation for ALPS students would be to attend school at a total ALPS campus. Since that is not currently possible, we feel that the location of ALPS classes should be at magnet or cluster (centralized) schools which have both ALPS and resident student classes. The selection and use of these sites should be on a long-term basis serving students who qualify yearly. This criteria will provide a stable school experience for ALPS children. Convenient transportation to central sites should be considered when placing students in magnet classes.

4. We believe that the curricula of an ALPS class should help students be producers rather than mere consumers of knowledge by focusing on the following:
   • Focus on higher-level applications while students acquire basic skills in math, reading, language, science, social studies and all other core curriculum studies. This includes technology and character education integration. All are given at a rate commensurate with students’ skills and abilities.
   • Knowledge Understanding
   • Problem-solving
   • Enrichment

5. We believe teachers of ALPS classes should understand the needs of accelerated learners and have the skills and training to respond to those needs. In addition, teachers must be required to have the appropriate state endorsement.

6. We believe all students who wish to participate in ALPS should have the opportunity to qualify through the established testing process.

7. We believe that cooperative activities between both the ALPS and the resident students are vital to the success of the total school program. This interaction will enrich the education and social experience of all students at the magnet school.

8. We believe that parents of ALPS students need to:
   • Make a commitment to be involved with their child’s/children’s education
   • Be involved in the specialized classes
   • Be involved in the welfare of the school as a whole. (Participation should be tailored to meet the needs of the ALPS teacher and the individual ALPS families.

9. We believe that administrators of ALPS magnet schools need to facilitate integration of ALPS students into the resident school population through coordination of cooperative activities and through efforts to secure appropriate curricular materials for accelerated students and their acceleration needs.
ALPS Philosophy

Jordan School District’s instructional programs for ALPS students are based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level.

Because ALPS students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum. This is consistent with the federal description which defines gifted/talented students and their needs for specialized learning experiences beyond the regular curriculum. The Utah State description defines gifted/talented students and their need for specialized instruction as follows:

Gifted and talented children are those...who by virtue of outstanding abilities are capable of high performance. These children require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. (Utah State Rules for Gifted and Talented.)

Jordan District’s philosophy is supported by current research and legislation and therefore includes:

- Identification and program services in a variety of areas of giftedness which include intellectual ability, task commitment, creativity and interest in visual and performing arts.
- Program services for special groups within the gifted population such as programs for highly academically achieving students (ALPS).
- Special efforts are made to encourage high achieving students from varying cultural and linguistic backgrounds to apply for ALPS.

ALPS Goals for Instruction

Goals for instruction must consider the diversity of accelerated learners within identification categories. Needs of each learner must be addressed through specific learning experiences aimed at developing identified abilities. Appropriate instruction provides a match between the characteristics of the learner and the curriculum designed for the learner. Instruction includes an academic component which builds on and supplements the Utah State Core Curriculum. Differentiated instruction occurs when the core curriculum is expanded and includes pacing, levels of complexity, depth and expectations for student production that are appropriate to individual learning needs.

ALPS instruction is differentiated instruction which includes, but is not limited to:

- accelerated or advanced content in reading, math and language arts
- science and social studies have grade-level content integrated into reading and math
- more complex understanding of generalizations, principles, theories, and the structure of the content area
- abstract concepts and thought processes or skills
- application of concepts to real world projects and products
Characteristics of ALPS

Jordan District ALPS teachers use the Utah State Core Curriculum for all subjects in an accelerated manner to meet the needs of individuals and groups of children. The atmosphere of an ALPS classroom creates challenging and exciting interactions among bright, motivated, autonomous learners.

- Compacting of grade level curriculum will allow teachers to offer broader curriculum opportunities and enrichment for ALPS children.
- Above level language arts and mathematics materials will be used.
- Curriculum will be taught in ways that use Multiple Talents (productive thinking, communication, forecasting, planning, decision making), Renzulli’s Management (Type I activities: introduction to a topic; Type II activities: higher level exploration and analysis of the topic; Type III activities: independent and small group, in-depth investigation of the topic resulting in student-created products), Bloom’s Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation), Multiple Intelligences, Thinking Hats, and/or other higher level thinking models.
- Themes will be used to integrate curriculum.
- Emphasis will be placed on students achieving excellence in their work and taking responsibility for their learning.
- Students will assess their personal growth and progress through the use of rubrics and portfolios, as well as the creation of self-selected processes and/or products that demonstrate mastery.
- Rubrics and portfolios will be used for documenting, analyzing, and understanding student growth over time.* Student reflections and self assessment are part of the process.
- Parent involvement is essential for this specialized program.
- Guest speakers and community resources will frequently be used to support curriculum.
- Ninth grade ALPS classes will be designated with an H rather than AL. Universities and other entities recognize the honors designation on courses. The AL designation is used in 7th and 8th grades.
- Homework is useful for continuing the reading experience, providing practice of concepts and techniques learned in school for review, and exploring problems with parents and others.** Students will have approximately 10 min. of homework for each grade level (ex. 5th grade 50 minutes) excluding reading. Special projects may require more time.

*Routman, R. Conversations, pg. 562

Assisting ALPS Financially

One of the characteristics of an appropriate ALPS program is that it involves students in projects and activities that apply and extend the curriculum. Students are expected to deal with real problems, to become aware of community concerns, to do independent research and to develop the skills of independent learners.

District or State money is not available to support such extracurricular activities. While financial donations are not required, enrichment materials, speakers, resources, additional texts or materials, and field trips are related to extra funding. Whether or not parents choose to make a donation, all children will be included in all activities. Whether or not donations are made will be confidential. Neither students nor teachers will know who has or who has not made a donation.

Using the Jordan Education Foundation to Assist ALPS

Jordan School District has provided a way for Jordan District parents to contribute to schools through the Jordan Education Foundation, a nonprofit corporation. The Jordan Education Foundation allows individuals and organizations to deduct cash and other contributions from income taxes. Many businesses and corporations will match employee nonprofit contributions if they are made aware of them. (See page 4:2 of Responsibilities section for specifics on donating).

Field Trips

Field trips are extensions of classroom experiences. They provide “real world” connections to the curriculum. Their primary purpose is to facilitate learning. They are not intended to be used as rewards or solely for entertainment. The number and type will vary based on grade level, teacher, and activities in the school. If there is a compelling reason for ALPS only to attend a field trip, this reason must be acceptable to the principal. Field trips should be an exception, not a general rule for educational opportunities. Parents may, however, arrange to take their own child on a field trip in an area of special interest. Cooperation with teacher can make this educational extension part of the school experience especially if student reporting is shared with the class.
Secondary Gifted/Talented Programs
High School Programs for Gifted Students

Jordan School District offers a variety of accelerated programs that help to meet the needs of gifted learners. They include:

- Advanced Placement
- Concurrent Enrollment
- Honors Classes
- International Baccalaureate
- Itineris Early College High School

The advantages of participating in these courses are well documented. Listed below are some of these advantages.

1. Advanced courses offer students the opportunity to interact with other students of equal or superior ability who have similar interests and who are also highly motivated.

2. Advanced courses bring together the able and ambitious student with the able and ambitious teacher, permitting both of them to extend themselves intellectually and academically beyond the limits of the standard high school program.

3. Advanced courses emphasize higher-level thinking skills, writing, research and discussion. The development of these skills makes the transition from high school to college easier and more satisfying.

4. Advanced classes provide the challenge of college work while still allowing students a strong social network and the opportunity to exercise leadership positions within the high school.

5. Selective colleges, aware of the rigor of accelerated courses, scrutinize students’ high school transcripts for these more difficult classes. The selection of challenging high school courses is considered along with grade point average and test scores for admissions purposes.

6. Students who successfully pass college level courses and examinations may receive from three to eight semester hours of college credit for each course/examination. This can mean the opportunity to accelerate in a subject.
matter area or to save college costs by shortening the time in school. Other students choose to work toward a double major or to take graduate courses as an undergraduate.

7. Another advantage of advanced courses is reflected in one study of university students conducted over the four years of their undergraduate program. The study showed that students who had participated in the AP program in high school tended to outperform students of equal ability who had not been in such programs. They completed a greater number of course hours per semester, completed a greater number of upper division university course hours, and their grade point averages were higher. (Chamberlain, et. al., 1978)

**HONORS COURSES**

Honors classes are highly recommended as prerequisites for advanced placement courses. In addition, grades, achievement test scores, and teacher recommendations are the usual criteria for participation in the advanced placement program.

- Honors Sophomore English
- Honors Junior English
- Honors College Prep English
- Honors Spanish II and III
- Honors German II and III
- Honors French II and III
- Advanced Mathematics
- Honors World Civilizations
- Honors Geography
- Honors Physics
- Honors Biology
- Advanced Anatomy and Physiology
- Honors Chemistry
ADVANCED PLACEMENT COURSES

There is no limit to the number of advanced placement courses students can take. However, taking four or five AP courses in a single year is a rigorous commitment requiring unusual motivation and above-average scholastic aptitude. On average, advanced students will take several AP courses their junior year and several their senior year.

What is the advanced placement program?
AP is a program of college-level courses and exams for secondary school students. College Board reports the following facts regarding the AP Exam:

- In May 2004, 1,887,770 AP Exams were taken.
- AP Exams are administered at nearly 15,000 schools around the world.
- Since the first AP Exams were given in 1956, more than 12.6 million students have taken over 19 million AP Exams worldwide.
- On average, 62 percent of the AP Exams taken receive a grade that is recommended for college credit, advanced placement, or both.
- More than 90 percent of the colleges and universities in the United States recognize these exam grades.
- More than 1,400 institutions grant a full year’s credit (sophomore standing) to students presenting satisfactory grades on a stated number of AP Exams. This represents not just the chance to save on college tuition and graduate early from college but also frees up time in a student’s college schedule, allowing a student to take more advanced courses, to double major, or to explore additional disciplines and opportunities.

What Advanced Placement Courses are Available in the Jordan School District?

**ART:**
- Art History
- Art Studio: Drawing Portfolio, 2-D Design Portfolio, 3-D Design Portfolio

**BIOLOGY:**
- Biology

**CHEMISTRY:**
- Chemistry

**COMPUTER SCIENCE:**
- Computer Science A
- Computer Science AB

**ECONOMICS:**
- Macroeconomics
- Microeconomics

**ENGLISH:**
- English Language and Composition;
- English Literature and Composition

**ENVIRONMENTAL SCIENCE:**
- Introduction to Environmental Science

**FRENCH:**
- French Language;
- French Literature

**GEOGRAPHY:**
- Human Geography

**GERMAN:**
- German Language

**GOVERNMENT & POLITICS:**
- Comparative Government and Politics
- United States Government and Politics
HISTORY:
European History
United States History
World History

MATHEMATICS:
Calculus AB
Calculus BC

MUSIC:
Music Theory

PHYSICS:
Physics B
Physics C: Mechanics
Physics C: Electricity and Magnetism

PSYCHOLOGY:
Psychology

SPANISH:
Spanish Language
Spanish Literature

STATISTICS:
Statistics

Course availability may differ slightly from school to school.

What is an AP Course like?
AP is a special college-level learning experience that most often takes a full academic year. It is usually challenging and stimulating and--compared to other high school courses--often takes more time, requires more work, gives greater opportunity for individual progress and accomplishment, and goes into greater depth.

What are the AP exams like? When are they given?
All AP Exams (except Studio Art) contain both multiple-choice questions and free-response questions, which require essay writing, problem solving, and other skills. Most exams are three hours long, while those for one-semester courses take up to two hours. In Studio Art, students submit portfolios of their work instead of taking an exam. For a portion of the History of Art Exam, students answer questions based on color slides that are shown, and the foreign language and Music Theory exams require students to listen to audio-tapes to complete certain portions. The foreign language and Music Theory examinations also contain a performance section for which students record their responses on audiotape.

How are they graded?
The multiple-choice answer sheets are scored by computer. The essays are evaluated by close to 5,000 carefully selected professors and AP teachers--called faculty consultants--who spend a week each June grading booklets. Each response in a booklet is graded by a separate person who has been specially trained to assess this question. No faculty consultant knows the scores given by another grader or whose booklet is being graded. Every examination receives an overall grade on a five-point scale: 5 (extremely well qualified), 4 (well qualified), 3 (qualified), 2 (possibly qualified), and 1 (no recommendation). AP Grade Reports are sent in July to each student’s home address, school, and if the student has requested it, to his or her college.

How much credit can I expect to get from and AP exam?
Each college decides what AP Examination grades it will accept for credit and/or advanced placement. The great majority of colleges and universities accept grades of 3 or above. Students are typically awarded 12 quarter hours or 8 semester hours of college credit for a three hour exam. To find out which AP grades are considered acceptable by the colleges of your choice, contact your high school counselor or write to the Director of Admissions of the college you will attend.
What do AP exams cost?
The fee is $82 for each exam taken. The College Board has a fee-reduction policy, however, for students who demonstrate financial need.

Why take an AP exam?
• The benefits that go with advanced placement and credit are numerous. Advanced placement in college allows students to skip work they’ve already done in high school and move on to higher-level courses. Students who earn satisfactory grades on enough AP Exams may be granted a full year’s credit by their college or university. In 1998, more than 40,000 AP students were eligible for sophomore standing at approximately 1400 colleges. Students also gain time to explore other subjects that interest them, participate in internships or use the time for extra study.
• If students earn the required grade on an AP Exam, they may receive the equivalent of eight semester credits for a one-year course, which might otherwise cost up to $3,000. But the basic reasons for taking an AP course are to learn a subject in greater depth, to develop analytical reasoning skills, and to develop disciplined study habits appropriate for continued success at the college level.
• Students improve their chances of being accepted by the college of their choice. College admissions personnel view AP experience as one indicator of future success at the college level. Successful performance in an AP course is, therefore, a great advantage to a student who wishes to attend a highly selective college.
• Studies undertaken by individual colleges have shown repeatedly that AP students who take advanced courses in their first year of college do as well or better than upper-class students. Most AP students do extremely well throughout their college careers, and a good number graduate with honors.
• Students may be eligible to earn AP Scholar Awards. Students who receive grades of 3 or higher on three or more full-year AP Exams receive AP Scholar Awards. Students who receive grades of 3 or higher on four or more full-year AP Exams, with an average exam grade of 3.25 receive AP Scholar with Honor Awards.
• Students who receive grades of 3 or higher on five or more full-year AP Examinations, with an average exam grade of 3.5, receive AP Scholar with Distinction Awards.
• Also, students who plan to attend a university outside the United States may be eligible to receive the Advanced Placement International Diploma For Overseas Study, which is recognized by universities throughout the world.

If I don’t get a good grade on an AP exam, will it hurt my chances for college admissions? It is highly unlikely that an AP course or an AP Exam could work against you for the following reasons:
• College officials (particularly selective colleges) know very well that all courses are not equal. Their evaluation of student grades focuses as much on the quality of the courses as on the grades received.
• If you choose to report AP grades achieved before your senior year, you will primarily be telling the colleges that you undertook a difficult course and that you are serious about your studies. Overall, two-thirds of the test takers receive an AP grade of 3 or higher, which is an indicator of successful work at most colleges.
• Remember, too, that if you take an examination as a senior, colleges will not receive your grade before July--probably well after you have been admitted--and only if you request it.
• Your grade may be as good or better than what you would have received in an easier course because many colleges and universities weight the grades given in AP courses to compensate for the increased difficulty.

What if I decide I don’t want a college to receive my AP examination grade?
At the time of the examination, you indicate on your answer sheet the name of the college you wish to receive your grades. After the exam, you can write to the AP Program and request that your grades be sent to the colleges of your choice. Until June 15, you also have the option of telling the AP Program to cancel or withhold a grade before it is sent to a college. However, college admission officials understand the rigor of an AP Examination, and you will be taking a positive step toward your potential admission by sending them your grade. In Jordan School District all Advanced Placement Examination scores are recorded on the high school transcript.

FOR THE COLLEGE BOARD WEB SITE:
http://www.collegeboard.com/student/testing/ap/about.html

INTERNATIONAL BACCALAUREATE

The Diploma Program
The International Baccalaureate Organization’s Diploma Program, created in 1968, is a demanding pre-university course of study. It is designed for highly motivated secondary school students aged 16 to 19. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. The Diploma Program’s grading system is criterion-referenced: each student’s performance is measured against well-defined levels of achievement consistent from one examination session to the next. The IBO has shown, over the course of 30 years, that IB students are well prepared for university work.

The Curriculum
The program is a comprehensive two-year international curriculum that generally allows students to fulfill the requirements of their national or state education systems. To earn an IB Diploma, students must take a course in each of the six different areas described below. They must also take a Theory of Knowledge (TOK) course, write a 4,000 word Extended Essay (EEsay), and complete the Creativity, Action, and Service (CAS) component which requires 150 hours of work outside of the classroom. The CAS program encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports and community service activities.

The six subject areas of IB are as follows:
Group 1, Language A (HL) English which includes the study of world literature
Group 2, Language B (SL/HL) French, German, or Spanish
Group 3, Individual and Society (HL) history of the Americas and twentieth century topics
Group 4, Experimental Studies (SL/HL) biology, chemistry
Group 5, Mathematics (SL/HL) math methods, math studies, higher math
Group 6, Arts and Electives (SL/HL) music, art, psychology, design technology or an additional science or foreign language

5.6
Students must choose three or four courses to study at a Higher Level (HL). These courses are two years in length so that the student studies them in depth. The other two or three courses are studied for one year at the Standard Level (SL). All courses have a final exam that is 3-4 hours long. IB exams may include multiple choice or oral responses, but all exams have an extensive essay component. Exams are graded on a scale of 1-7. Grades are not awarded based on “the curve”, rather students’ performance is measured on the basis of well-defined standards that are applied consistently worldwide. To earn the diploma, students must earn a total of 24 points from test scores, the TOK course, the Extended Essay, and the CAS component. No failing conditions are permitted.

IB is unique because it requires students to move out of their comfort zone in subjects in which they are strong and expand their educational experience into all six areas of study; Science-oriented students are required to learn a foreign language and humanities-focused students must learn laboratory techniques. Students are able to expand their world but they can also do focused studies in their areas of greatest interest and ability.

**IB in the Jordan School District**

IB North America has given official endorsement for IB to be offered in Jordan School District. The class of 2005 was the first graduating class to be able to complete all of the requirements for an IB Diploma. Hillcrest High School has been selected as the site for the program but students from all areas of the district are eligible to participate. If you are interested in the IB Program you need to make contact with your school counselor as early as possible during the middle school years. This will enable you to select courses that will best prepare you for the rigor of IB. Also, because the program is only available at Hillcrest High School, all IB students must make application during ninth grade and enroll for tenth grade at Hillcrest. Your counselor will be happy to assist you in this process.

**IB QUESTIONS AND ANSWERS**

**What are the prerequisites for IB?**

Because of the rigor of IB courses students need to be prepared. Therefore, the following courses should be completed by the end of the tenth grade.

- At least three years of a foreign language
- At least geometry and intermediate algebra
- Pre-IB English taken in tenth grade
- AP European History, taken in tenth grade
- At least one Honors Science class (biology, chemistry or physics) taken in ninth or tenth grade.
- Students should also have met core requirements for Consumer Health, Lifetime Fitness and either the arts or technology by taking the courses or passing the HELP tests.

**What is the difference between the “Diploma” and the “Certificate?”**

To earn the diploma, students must meet all requirements including the CAS and TOK. They must earn a minimum of 24 points and pass all courses and exams. Certificate students may enroll in IB classes; however, they are expected to do all the work in the class and sit the IB exam in the spring. They are also expected to maintain the same academic standards as IB students.
What is the cost for IB exams?
The present cost (2005) for the full diploma program is approximately $550. The more exams a student takes, the lower the cost for each individual exam. These costs are spread out over two years. For each exam over the required six, an additional cost of $54 is assessed.

How much college credit can I get for my IB tests?
Each college determines how much credit will be given for IB courses. Schools familiar with IB typically give the same amount of credit as they give for AP courses. In the Mountain West where IB is less well known, it may be necessary to explain IB to admissions officers. Because the program is international, those students who wish to study in foreign universities will find that an IB diploma is accepted where a state diploma might not.

Why take IB Courses?
The primary objective of an IB course is to provide students with a world-class education that will prepare them for college and the rest of their lives. The rigorous curriculum, the writing of the Extended Essay, the Theory of Knowledge course and Creativity, Action and Service component aim to produce well-educated citizens who can think critically, write well and speak articulately, while managing time and responsibilities well. Students who choose to earn IB Certificates instead of the full IB Diploma will still benefit from having been exposed to the demanding college-level curriculum. A true, world-class education is the primary reason students choose to take IB classes. In addition, the IB program can help one gain admission to college and can earn credit and advanced standing and even scholarships. (IB Handbook)

How do I know if IB is the right choice for me?
Here are some of the qualities of a successful IB student:
• IB students are highly self-motivated
• They desire an intellectual and academic challenge
• They possess strong written and oral communication skills
• They enjoy learning and are open to new ideas and new ways of thinking

Should I try to be accepted into the IB Program?
Any student who is interested in the IB Program should try it!!! Consider the following points as you make your decision:
1. If you start out in the ninth or tenth grade planning to earn the IB Diploma and you later change your mind, you will be better prepared for whatever classes you do take because of the rigor of the Pre-IB courses you will have taken.
2. If you try for an IB Diploma and don’t get it, you will still receive many benefits from your efforts. You will have received an outstanding university preparation that will stay with you regardless of how many points you receive. Your high school transcript will show that you took IB courses even if you later choose not to take the exams. This will probably increase your chances of admission. (Taking the exams is still the best idea since they are required in order to earn the college credit. In other words, if you don’t take and pass the exams, plan on taking the same courses again in college.)
3. If you don’t get enough points for the IB Diploma you will still get an IB Certificate for all of the IB course exams you did take and pass.
4. In making your decision, some advice from two former students might help. One recommends that if you are interested, you should try it. If it gets too difficult you can always drop back into a less challenging schedule. Maybe you will find as she did, that as difficult as it is, you can still do it, and you will end up earning an IB Diploma. The other student compares working toward the IB Diploma with seeking the state championship in a sport. Even if you lose in the final game, the experience is worth it and you will be glad you joined the team and played for the whole season. (IB Handbook)

More questions? Check the International Baccalaureate website at: http://www.ibo.org
Or call Victoria Brinton at Hillcrest High School: 256-5484 or
Christen Richards-Khong at Jordan School District: 567-8309

**EARLY GRADUATION**
(Centennial Scholarships)

Partial tuition scholarships, called **Centennial Scholarships**, are provided through the legislature and administered through the State Office of Education. **Every** student who completes **early graduation** obtains a partial tuition scholarship. **Students must apply** for the tuition waiver/scholarship at a state institution **within one year** from the time they complete graduation requirements. They must enroll as a **full-time student** at the college or university in order to be eligible. **Early admission students may not be eligible** for scholarships and financial aid offered by the individual university or college. Please check with the college/university you are planning to attend as well as with your high school counselor.

**CONCURRENT ENROLLMENT WITHIN THE HIGH SCHOOL**

All high schools in Jordan District offer college courses taught by high school teachers designated as adjunct faculty for Salt Lake Community College. This is an opportunity for students to earn college credit without leaving the high school campus. Students who select this option do not have to pay for college tuition but **may be required to pay an enrollment fee and for textbooks**.

In addition to courses taught by an approved high school teacher, most high schools are also offering courses taught by a college professor and made available at the high school via EdNet or Internet.

College subject areas being offered in Jordan District high schools include English, humanities, college algebra, trigonometry, business, foreign language, drafting, automotive systems and many others. Check with the high school counselor, Career Technology Education (CTE) Coordinator, or the Jordan School District Course Catalog for a complete listing of courses and requirements for participation.
The “NEW CENTURY SCHOLARSHIP”

The New Century Scholarship was created by the 1999 Utah Legislature to provide scholarship opportunities to qualified Utah residents. The scholarship program requires that all recipients complete the requirements of an associate degree at a Utah state–operated institution by September 1 of the year their class graduates from high school.

New Century Scholarship recipients are required to make reasonable progress (successfully complete a minimum of six semester credit hours per term) toward the completion of a baccalaureate degree to receive the award during any semester. Recipients who fail to maintain a B average for any two consecutive semesters will lose the scholarship. Recipients are required to submit a copy of their grades and class schedule each semester to verify their continued eligibility for the program. All eligible scholarship recipients are given five years from the date they graduated from high school to use the award.

Getting Started

Fulfilling the requirements for an associate degree while still in high school will require you to plan your course of study carefully. In order to complete an A.A. or A.S. Degree in two years, you will need to take approximately sixteen credit hours per college semester for four semesters (two academic years). Because you must complete the degree within this time period, it is important for you to work with your high school counselor, college advisor and parents to ensure that you:

- Take the necessary number of college credit hours each semester.
- Take only courses that will count toward your degree.
- Are knowledgeable about all of the different course options available to you (i.e., Advanced Placement, Concurrent Enrollment, Early College, Utah Electronic College).
- Plan your elective course work to meet the lower division requirements of the bachelor’s degree major that you plan to pursue.

Questions and Answers about the New Century Scholarship

1. What type of an associate degree fulfills scholarship requirements, and do I need to complete the degree at a specific institution?
   In order to be eligible for the scholarship, students must complete the requirements (or the equivalent) for an Associate of Arts, Associate of Science or an Associate of Applied Science Degree at one of the following Utah System of Higher Education institutions: Salt Lake Community College, Snow College, College of Eastern Utah, Dixie State College of Utah, Southern Utah University, Utah State University, Weber State University, Utah Valley State College, or the University of Utah.

2. Will I be eligible for the scholarship if I take classes at a university that does not offer an associate degree program?
   Yes. However, students will be required to submit official documentation from the registrar’s office verifying the completion of the requirements equivalent to an associate degree program. Contact the university regarding any course requirements you might have.
3. **Is completing the equivalent of an associate degree the same thing as receiving one?**
   No. Students who select to complete the associate degree equivalent will not be awarded an actual Associate of Arts, Associate of Science or Associate of Applied Science Degree from the institution they are attending. The equivalency measure has been established for the New Century Scholarship to give students greater flexibility to choose which Utah state operated institution they wish to attend. Contact the college or university of your choice to find out what programs are offered.

4. **When do I have to be done with my Associate’s Degree to receive the scholarship?**
   To be eligible for the scholarship, you must complete the requirements of an associate degree by September 1 of the year in which your class graduates from high school.

5. **Where can the scholarship be used?**
   The New Century Scholarship may be used at the University of Utah, Utah State University, Weber State University, Southern Utah University, Utah Valley State College, Dixie State College of Utah, Brigham Young University or Westminster College.

6. **How do I apply for the scholarship and is there an application deadline?**
   Qualifying students can apply for the scholarship by completing an application form and returning it to the State Board of Regents with the required documentation. The application must be received by the State Board of Regents Office 30 days prior to the academic term for which the recipient wishes to receive the award to ensure that scholarship funds will be sent to the institution promptly. Scholarship funds will not be disbursed until all documentation is received.

7. **Will I be eligible for other scholarships if I receive the New Century Scholarship?**
   Yes. The New Century Scholarship will not disqualify you from applying for or receiving aid from additional scholarships.

8. **What will the scholarship cover and how do I receive the funds? Will I be required to use the New Century Scholarship for tuition?**
   The New Century scholarship can cover 75% of tuition costs at all state operated institutions. If the scholarship is used at Brigham Young University or Westminster College, the scholarship can be equal in value to 75% of the average cost of tuition at the eligible state-operated institutions. Qualified recipients will be required to submit a copy of their class schedule each semester to verify the number of hours enrolled. After enrollment and current grade point average are verified, the State Board of Regents Office will issue a check to the institution on behalf of the student based on the number of hours enrolled. If a recipient has other scholarships which have paid for tuition, fees, etc. the institution will refund the remaining balance to the student. The scholarship will be cancelled if the recipient fails to maintain a “B” average for any two consecutive semesters.

9. **What are the terms of the award, and what requirements must I fulfill to keep the scholarship?**
   The New Century Scholarship may be used for the equivalent of two years of full-time study (60 credit hours) or until the requirements for a baccalaureate degree have been met, whichever comes first. Scholarship recipients will have five calendar years after graduation from high school to use the award. The scholarship will be cancelled if the recipient fails to make reasonable progress (take six credit hours per semester) toward the completion of a baccalaureate degree. Recipients will also be required to maintain a “B average” for any two consecutive semesters. Each semester, the recipient must submit to the State Board of Regents Office a copy of his or her transcript to verify that he or she is meeting the required grade point average and is making reasonable progress toward the completion of a baccalaureate degree at the institution in which he or she is enrolled.
10. **How will the scholarship funds be affected if I need to add or drop classes?**
If a class is added after funds have been sent to the institution for the semester, the student will be required to submit to the State Board of Regents Office a copy of the tuition invoice or class schedule for the added credit hours before a supplemental award is made. If credit hours are dropped which were originally used to calculate the award, the subsequent semester award will be reduced accordingly, or the student must repay the excess award amount to the State Board of Regents. If a student drops below six credit hours, no funds will be awarded for that semester.

11. **May I transfer to a different institution and still receive the scholarship?**
Yes, as long as you are transferring to one of the following eligible institutions: the University of Utah, Utah State University, Weber State University, Southern Utah University, Dixie State College of Utah, Utah Valley State College, Brigham Young University or Westminster College.

12. **Will I still be eligible to use scholarship funds if I need to take a leave of absence for religious or military service, health problems, etc.?**
Yes. However, the leave of absence will not extend the time limits of the scholarship. The scholarship must be used in its entirety within five years after the recipient’s graduation from high school. To request a leave of absence, students must contact the State Board of Regents Office.

13. **Will the scholarship guarantee that I will complete a bachelor’s degree within the time period of the scholarship?**
No. The New Century Scholarship does not guarantee that recipients will complete their bachelor’s degree within the two years of available funding. Students are responsible for their own academic progress. The New Century Scholarship simply assists students in paying for their education for a certain number of credits within the five-year time frame.

**ASSESS YOURSELF**

Before deciding whether to enroll in more advanced courses, students may wish to assess their commitment to and motivation for advanced work. The following list of questions may be helpful as you consider taking more difficult courses:

- √ Are you willing to spend several hours each night doing homework? This commitment may mean less time available for a job.
- √ Are you willing to actively participate in class discussion, read widely, pursue library and online research, and write extensively?
- √ Are you willing to deal with some tasks that are tedious, time-consuming, or repetitive to learn a new skill?
- √ Are you willing to master the competencies of the course rather than rely on extra credit?
- √ Are you capable of managing your time, including pursuing long-term, complex assignments, without excessive reliance on teacher direction or student collaboration?
- √ Are you willing to risk competition among other highly accomplished and bright students? In other words, are you willing to risk a grade lower than an “A”?
- √ Are you willing to pursue a course of study that is appropriate for your needs and abilities and that is not based upon what friends have selected?
CONCLUSION

As you can see, Jordan School District offers many choices for students who wish to accelerate their studies at the college level or take more rigorous and rewarding courses. If you can answer “yes” to all or most of the questions listed above, we encourage you to enroll in one or more of the advanced courses/programs you have read about. As you try to make decisions and plans for your future education, please stay in close contact with your school counselor. Your counselor is knowledgeable and eager to assist you. Good luck in your lifelong pursuit of knowledge and fulfillment.