

# **GIFTED OPPORTUNITIES**

## **2010-2011**

### **Independent Learning Project**

**Grades 9, 10, 11, 12**

**1.0 credit**

Eligible students design an extensive educational experience that is specific to their needs, interests and talents. Students who elect this option propose independent activities within a framework of a written contract which is submitted to the Gifted Facilitator for review and approval. The Gifted Facilitator meets periodically with participating students and monitors their progress throughout the duration of the independent experience. This option is offered to the identified gifted students, based upon selections made during the development of their GIEP as well as to interested students who demonstrate superior academic performance in a particular area.

### **Community Based Service Project**

**Grades 9, 10, 11, 12**

**.5 credit**

This elective is offered to students who wish to provide 60 hours of service to their community. In conjunction with local agencies, students select an independent service project to be completed during the year. The proposal for this off campus project is submitted to the Gifted Facilitator for approval. Students are required to document hours and provide a journal to the Gifted Facilitator. A final written paper is required at the conclusion of the service. Transportation to and from the community service site is the responsibility of the student.

### **Self- Study**

**Grades 9, 10, 11, 12**

**.5 credit**

Designed around the Myers Briggs Typology test, students are asked to synthesize information they learn about themselves and how this affects their relationships with others, career choices and future plans in a culminating project that will lead them to self discovery.

### **Extended Career Exploration**

**Grades 9, 10, 11, 12**

**.5 credit**

The Extended Career Exploration provides students with career exploration opportunities away from the traditional classroom. Students have a wide array of options based on a planned sequence of activities that may include career assessment; exploring career options via web activities, job shadowing and/ mentoring; volunteering and/ developing a career portfolio project.

**Extended College Exploration****Grades 11, 12****.5 credit**

The Extended College Exploration provides students with knowledge of the college application process which is an important tool in the development of long range goals and planning for the future. Juniors and Senior gifted students will participate in a planned sequence of activities that may include college assessments, research, mock representative interviews and completion of college applications, essay and resume. Students will be required to create learning center/ project which highlights in detail each of the colleges selected for research.

**Consultation****Grades 9, 10, 11, 12****No credit**

Identified gifted students can meet with the Gifted Facilitator individually regarding college search, career search, academic progress or assistance with study skills/ social-emotional growth during the school year. This option is based on the need of the gifted student which is identified during the development of the GIEP. A schedule of consultation visits to the gifted facilitator will be created and logged throughout the year.

## Independent Project/ Community Service Project

It is important for students to explore areas of interest, develop a more thorough knowledge base through independent investigations and be encouraged and facilitated in passion learning through in depth studies; in order to demonstrate growth as independent, self directed learners.

Therefore, the requirements for the study are as follows:

- Complete the **Project Proposal** and participate in a meeting with the gifted facilitator to receive approval before moving forward and discuss the final product that will be presented.
- Begin project completion, following the stated timeline and keep a **journal/ log of hours** that will provide evidence of time, resources and effort in completing the proposed project.
- **Schedule a meeting(s)** with the Gifted Facilitator at checkpoint dates to chart progress of project completion.
- Complete **project product and additional requirements** as stated in your proposal following your timeline. If changes occur, contact Mrs. Peters IMMEDIATELY.
- Complete **project reflection** following the outline requirements.
- **Compile a project binder** for the final presentation. All supportive information, including notes, evidence of research and any other materials or information gathered for the study should be presented in the binder. A title page, section dividers and a table of contents should be used to organize the information. Creativity and thoughtfulness in the development of this study should be evident. All written materials should be typed and word- processed.
- Schedule a **final presentation** with the gifted facilitator and additional evaluators (as stated in your proposal). During this presentation, your final product as well as your project binder will need to be presented. The evaluators will ask question(s) regarding your project that you will need to be prepared to answer.

## Extended Career Exploration A Directed Study

Knowledge about careers and the process of selecting a career is an important tool in the development of long range goals and planning for the future.

Therefore, the requirements for the study are as follows:

- Complete the **career planning questionnaire** and participate in a meeting with the gifted facilitator regarding your responses which needs to be documented.
- Complete a **career search**, using the information in the guidance office and other sources, including but not limited to, books, videos, computer programs and the Internet. An annotated bibliography of sources used will help document the use of a variety of resources. You must include at least 25 note cards.
- Begin **research on three (3) careers**. The information should include standard data, such as training, description of requirements for the career, possible salaries, and any other information that would be beneficial and fun.
- Schedule an **interview with a human resource person** at a company or a placement counselor at a local college. A questionnaire should be developed (expanding on Human Resource Representative questions) and completed as you conduct the interview. You should schedule the interview well in advance of the deadline for the project.
- **Write and send a letter to a company** requesting information about career opportunities. Include a copy of the letter and the response of any materials that are returned OR attend (2) career symposiums throughout the year.
- Schedule a **day to shadow** a professional in the one of the careers you have chosen and collect evidence of the experience.
- **Create a resume** and begin a portfolio/ folder of important documents and records that will support your information.
- **Create a learning center** which highlights in detail each of the careers selected for research. The center should be designed so that it is freestanding. Professional lettering and labeling will identify the important features and information should highlight the results of your research. Visual appeal and the overall appearance should be of high quality.

**All supportive information, including notes, evidence of research and any other materials or information gathered for the study should be presented in the binder. A title page, section dividers and a table of contents should be used to organize the information.**

**Creativity and thoughtfulness in the development of this study should be evident.**

**All written materials should be typed and word- processed.**

Extended College Exploration  
A Directed Study

Knowledge of the college application process is an important tool in the development of long range goals and planning for the future.

Therefore, the requirements for the study are as follows:

- Complete a Post **High School Planning Questionnaire** and participate in a **meeting with the Gifted Facilitator** to discuss results. The meeting must be documented.
- **Complete a college search**, using the information found in the guidance office (career cruising) and other sources including but not limited to, books, videos, computer programs and the Internet. An annotated bibliography of sources used will help document the use of a variety of resources.
- Begin **research on three colleges or universities** using the College Matrix. The information should include standard data such as location, enrollment, cost, possible majors, as well as interesting “tidbits” about the various locales, schools, campuses, and any information that would be beneficial and fun.
- **Schedule an interview** with a “Mock College Representative”. This should be taken seriously (dress attire, responses) and will be videotaped for your analysis.
- **Write and send a letter to a college** requesting information. Include a copy of the letter and the response or any materials returned OR participate in (2) college symposiums throughout the year.
- **Complete an essay** based on a typical college application question. Request feedback from your counselor or Language Arts teacher regarding the appropriateness of your response and the quality of the essay.
- **Create a resume** and bring a portfolio/ folder of important documents and records that will support your information.
- **Create a learning center** which highlights in detail each of the colleges selected for research. The center should be designed so that it is freestanding. Professional lettering and labeling will identify the important features and information should highlight the results of your research. Visual appeal and the overall appearance should be of high quality.

**All supportive information, including notes, evidence of research and any other materials or information gathered for the study should be presented in the binder. A title page, section dividers and a table of contents should be used to organize the information.**

**Creativity and thoughtfulness in the development of this study should be evident.**

**All written materials should be typed and word-processed.**

Self Exploration  
A Directed Study

Self- awareness is the key to making decisions in the present and for your future.

Therefore, the requirements for the study are as follows:

- Complete the **Myers Briggs Personality Test** online by visiting <http://www.humanmetrics.com/cgi-win/JTypes2.asp> to discover your type.
- Complete **typology research**, using your results from the online test and other sources but not limited to, books, videos and the Internet. An annotated bibliography of sources used will help document the use of a variety of resources. You must include at least 25 note cards. The information should include standard information such as:
  - Characteristics/ Traits of each preference
  - Personality
  - Strengths
  - Potential Weakness
  - Careers best for your type
  - Relationships
  - Personal Growth
- Complete an **in- depth analysis and essay** which includes the information you have discovered about yourself through your research. The analysis should include personality information, what you have learned about yourself, how this information is practical to your present life, how this information will assist you in your future decision making and what you are more aware of for improvement.
- Create a **learning center** which highlights in detail each area of your research. The center should be designed so that it is freestanding. Professional lettering and labeling will identify the important features and information should highlight the results of your research. Visual appeal and the overall appearance should be of high quality.
- Schedule a **presentation with Mrs. Peters** and/ guidance counselor to discuss analysis and learning center.

**The essay, supportive information, including notes, evidence of research and any other materials or information gathered for the study should be presented in the binder. A title page, section dividers and a table of contents should be used to organize the information.**

**All written materials should be typed and word- processed.**

