

## Exceptional Learner Process

Students will be identified through the evaluation of state testing data. NJASK 8 scores will be evaluated by the Director of Curriculum and Instruction upon receipt of those scores from the sending districts in August of the students incoming year. Any student who scores a 270 or higher on the math and/or Language Arts sections of the assessment will be considered for the program.

Once identified, each student will receive a letter from the Director of Curriculum and Instruction indicating that they have been identified as a possible participant in our exceptional learner process. Exceptional learner and gifted and talented are interchangeable terms.

The guidance office will be provided the list of student participants in August. The 9<sup>th</sup> grade guidance counselor, in conjunction with the Director of Guidance, will meet with each identified student; the counselor will provide information on our Honors/AP track courses and our extra-curricular opportunities. The student's specific interest and abilities will determine the course of study for that student.

Once the guidance office has discussed course of study and activity options with each identified student, the list of participating students will be disseminated to each department chairperson. The department chairperson will then meet with each student to discuss that student's particular interest so as to guide the student for future course of study. Each department chairperson will maintain a list of participating students within their respective departments. We are currently considering the creation of department student academic advisors to facilitate gifted and talented students transition into college and career. The department chairperson will monitor gifted and talented student progress.

Department chairpersons will consider with their respective departments any potential students who have not been identified for the program. The chairperson, in conjunction with the teaching staff members, will complete an exceptional learner candidate application, as provided in this document, so as to advocate for the identified non-participating student. The teaching staff member will complete a Behavior Rating Scale form and submit to the department chairperson. The chairperson will then submit the rating scale and a department assessment form which includes all relevant information and data so as to facilitate a determination for the candidate. The student may also submit an autobiography form to their guidance counselor for further consideration. The Director of Guidance and Director of Curriculum and Instruction will then meet with the department chairperson to consider the applicants merits. The student and parent will be notified of the decision by the team within ten school days of the submission of completed forms.

Extra-curricular advisors will be provided a list of identified exceptional learners so as to encourage participation in their respective programs. Gifted and talented student progress will be monitored through the use of the data management tool: Pearson Inform. Any student, who after receiving academic counseling fails to maintain an appropriate level of academic performance, or to follow a schedule reflective of academic rigor, may be removed from the program. They will have the opportunity to appeal that decision through the Director of Curriculum and Instruction's office.

**BOARD OF EDUCATION**  
**HIGH POINT REGIONAL HIGH SCHOOL**

299 PIDGEON HILL ROAD – SUSSEX, NJ 07461-2733

fax 973-875-0904 [www.hpregional.org](http://www.hpregional.org)

Alice Bresett  
Business Administrator/Board Secretary  
Phone 973-875-7205

John W. Hannum, Ed.D.  
Superintendent  
Phone 973-875-7204

Scott D. Ripley  
Director of Curriculum and Instruction  
Phone 973-875-3170

January 2012

Dear Parent or Guardian,

High Point has a program called the Exceptional Learner that addresses the needs of our gifted and talented students. The New Jersey Board of Education defines gifted and talented students as: "Those exceptionally able students who possess or demonstrate high level ability, in one or more content areas, when compared to their chronological peers in their local district."

High Point offers a diverse academic curriculum as well as many extra-curricular programs by which your child can best be prepared for their future educational challenges and opportunities. We believe that our honors and advanced placement level course of study provide a world-class education to the students of our community; our staff is exceptionally prepared and capable of offering the equivalent of a high-priced private institution. Our students' advanced placement scores far exceed the state and global averages. We endeavor to utilize the unique expertise of our staff members to provide a wide array of honors and advanced placement courses, as well as award winning state and nationally recognized extra-curricular programs.

High Point also offers a Virtual Academy which provides an extended curriculum to our students; this presents opportunities to your child which might otherwise not be provided. Our Virtual Academy offers all advanced placement courses offered by the College Board; we also provide academic extension courses which could not otherwise be offered in our building, i.e. Japanese, Mandarin Chinese, Veterinary Technician, etc.

In addition to placement in appropriately challenging courses, we invite your child to join our extra- and co-curricular activities during the year, regardless of their participation in the Exceptional Learner program. The departments also encourage your child to participate in special options and events beginning in September and continuing throughout the school year. For example, our special options include participation in the Sussex County Band, fall and spring play productions, Science Research Club, Future Business Leaders of America (FBLA), Delta Epsilon Chi Association (DECA), Technology Student Association (TSA), International Club, Mock Trial, Academic Team, the literary magazine, the school newspaper, and many others.

High Point Regional High School has taken the state definition of gifted and talented students and further established parameters for exceptionally able students in the areas of academics and/or arts and talents. Each department at High Point provides for a unique course of study by which your child can prepare for their future. Please encourage your child to take advantage of our special programs and opportunities while he or she is a student at High Point Regional High School. If you have any questions about High Point's Exceptional Learner program, please do not hesitate to contact me at 973-875-3170, or Donna Lembo, Guidance Director, at 973-875-3103.

Sincerely,

*Scott David Ripley*

Scott D. Ripley  
Director of Curriculum and Instruction

SDR:clh  
Copy: Donna Lembo, Guidance Director

## Exceptional Learner Virtual Education Options

In our ongoing effort to provide for the unique needs of all of our students, we have augmented our curriculum with a Virtual Academy. Students interested in advanced courses which are not offered at High Point are encouraged to speak with their guidance counselors to investigate the extensive list of options available for advanced studies. All advanced placement courses offered by College Board are now available to our students through our relationship with an on-line course provider: *Educere*. A complete list of course offerings is available to our gifted and talented students through the guidance office. High Point has made a commitment to providing no-cost virtual education to our students so as to provide for a world-class curriculum, provided the student completes the virtual course during the school year and earns a grade of 70 or above; student down payment costs will be reimbursed through the curriculum office.

Courses which are offered at High Point will only be available to students as a virtual option if there are extenuating or exceptional circumstances which preclude the student from scheduling the course at High Point. The decision to permit a student to take a virtual course offered at High Point will be made in conjunction with the guidance office, main office and curriculum office.

**EXCEPTIONAL LEARNER CANDIDATE APPLICATION**

**STUDENT AUTOBIOGRAPHY**

**HIGH POINT REGIONAL HIGH SCHOOL**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Referred to program by:  \_\_\_\_\_  Parent  Student  
Name of Teacher

Sending District: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject: \_\_\_\_\_  
(Please select your main strength)

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

1. List any special talents, activities, awards or academic honors you received during the past year.

\_\_\_\_\_  
\_\_\_\_\_

2. Please list extracurricular and community activities, indicating any offices held or leadership positions held in the past year.

\_\_\_\_\_  
\_\_\_\_\_

3. Please attach a brief autobiographical sketch (1 page limit) to include, for example, personal background, aspirations, and interests.

4. Have you participated in Gifted and Talented programs in the past?

\_\_\_ No \_\_\_ Yes If Yes, please explain:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Return completed information to the High Point Regional Guidance Department as soon as possible.*

**HIGH POINT REGIONAL HIGH SCHOOL**  
**BEHAVIOR RATING SCALE**  
**SAMPLE DESCRIPTORS**

1. Completion of assigned tasks and is a producer
  - (1) Starts many projects - finishes none
  - (3) Eventually completes almost all assignments
  - (5) Completes work early - goes beyond requirements
  
2. Is fluent in written or verbal expression or in the arts
  - (1) Demonstrates little personal expression
  - (3) Written, verbal, artistic expression is average
  - (5) Very expressive, often using advanced vocabulary, reasoning or artistic interpretation
  
3. Willingness to express view points
  - (1) Answers direct questions - information only
  - (3) Will express a viewpoint when called upon
  - (5) Freely expresses opinions about the topic under discussion - expands discussion
  
4. Willingness and ability to defend a point of view
  - (1) Reluctant to enter debate - restricts responses to facts
  - (3) Argues effectively using logic and available information
  - (5) Presents effectively - finds and reorganizes additional information to support positions
  
5. Able to work and relate well with others
  - (1) Avoids or dominates group situations
  - (3) Does his/her job as a member of the group - contributes
  - (5) Plays a variety of positive roles to keep the entire group moving in a positive direction - leads
  
6. Has ready grasp of underlying concepts; makes valid generalizations and conclusions
  - (1) Demonstrates some use of valid generalizations and conclusions
  - (2) Often demonstrates use of valid generalizations and conclusions
  - (3) Always demonstrates use of valid generalizations and conclusions

# HIGH POINT REGIONAL HIGH SCHOOL

## BEHAVIOR RATING SCALE

Student	Grade	Date
Teacher Completing Form	School	
Academic or Arts/Talents Identified	Department	

BEHAVIOR TRAITS	RATING SCALE		
	Low	Average	High
1. Completion of assigned tasks and is a producer	1	3	5
2. Is fluent in written or verbal expression or in the arts	1	3	5
3. Willingness to express view points	1	3	5
4. Willingness and ability to defend a point of view	1	3	5
5. Able to work and relate well with others	1	3	5
6. Grasps underlying concepts; makes generalizations and conclusions	1	3	5
Total Points			

**COMMENTS:**

# DEPARTMENT ASSESSMENT

Based on Criteria and/or any other department assessments. This includes teacher recommendations.





# Policy

---

**BOARD OF EDUCATION  
HIGH POINT REGIONAL**

**NO. 2464  
Administration**

## GIFTED AND TALENTED PUPILS

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

The Superintendent will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in Kindergarten and reviewed annually through grade twelve. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.

The educational programs offered to gifted and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

Programs for the gifted and talented should will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be offered the opportunity for their child to participate in any program designed to address the pupil's particular needs.

# Policy

---

**BOARD OF EDUCATION  
HIGH POINT REGIONAL**

**NO. 2464  
Administration**

N.J.S.A. 18A:61A-2; 18A:35-4.16  
N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)s5.  
P.L. 108-382, Sec. 10201 et seq.

Date Adopted: 2/11/80  
Date Revised: 3/18/91, 2/26/01, 8/18/03

Page 2/2

# Exceptional Learner Identification Criteria

## Fine and Performing Arts

At High Point, Fine and Performing Arts opportunities include county, region and statewide competition for our exceptional students. These students often receive one-on-one instruction from the appropriate teacher who is knowledgeable in that specific area of study.

### Visual Art

An identified exceptional learner can be placed ahead of the normal sequence of courses waiving prerequisites by a review of their portfolio. An exceptional student can and should be assigned a "portfolio study" period as an extra 'lab' section of work time. Visual art assignments are of such a nature that the individual student can work to their fullest potential without restrictions and be identified as 'outstanding' among their peers. We encourage exceptional students to explore appropriate courses in the evening at Sussex County Community College or additional offerings of their choice at studios in our area such as Peter's Valley, JR Studio, the Flying Pig Gallery, etc.

### Performing Arts

#### **BAND**

District Band, which combines students from grades 7-12, identifies middle school students who are gifted musicians. The music teachers investigate possible exceptional students from our sending districts. As High Point students identified for the exceptional learner program, instrumental students can accelerate at their own pace by working through the lesson books which challenge students with increasingly rigorous levels of performance. Completing the seventh level qualifies the student for 'honors' credit for the following year(s) of study.

The Jazz Ensemble is available as an extra curricular activity for exceptional student musicians.

#### **CHORUS**

Identifying gifted and talented students in choral for 7<sup>th</sup> and 8<sup>th</sup> graders can be achieved through the all-district choral concert performed at the high school annually; this will provide middle school students the opportunity to perform and prepare for the challenges and rigor of secondary programs of study.

At High Point exceptional choral students can perform with the extra curricular vocal group: Chamber Singers.

#### **THEATER**

Theater Arts achievement can be identified in the middle school through participation in musical theatre performances. Auditions for High Point student performances provide the method for identifying our exceptional learners. Extra curricular activities include the fall drama and the spring musical.

**HIGH POINT FINE ARTS EXCEPTIONAL LEARNER RATING SCALE  
VISUAL ART**

Student \_\_\_\_\_ Grade \_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_

Rate the student according to the following scale:

1= Seldom or never      2= Occasionally      3= Frequently      4= Always

\_\_\_\_\_ Plans ideas, makes decisions and carries them through to completion

\_\_\_\_\_ Is prepared and responsible in class

\_\_\_\_\_ Assimilates and uses art vocabulary regularly

\_\_\_\_\_ Shows insight and understanding of abstract concepts

\_\_\_\_\_ Enjoys challenging assignments

\_\_\_\_\_ Exhibits creativity beyond the expected norms

\_\_\_\_\_ Works well alone or with others

\_\_\_\_\_ Demonstrates a mastery of specific art skill(s)

\_\_\_\_\_ Spends leisure time engaged in an art activity

\_\_\_\_\_ Strongly self-motivated; takes initiative without teacher guidance

\_\_\_\_\_ Is a peer leader helping others with skills or ideas

\_\_\_\_\_ Demonstrates an ability to bring forth and create what is visualized

**HIGH POINT FINE ARTS EXCEPTIONAL LEARNER RATING SCALE  
MUSIC**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_

Rate the student according to the following scale:

1= Seldom or never      2= Occasionally      3= Frequently      4= Always

- \_\_\_\_\_ Plans ideas, makes decisions and carries them through to completion
- \_\_\_\_\_ Is prepared and responsible in class
- \_\_\_\_\_ Assimilates and uses music vocabulary regularly
- \_\_\_\_\_ Shows insight and understanding of rhythmic concepts
- \_\_\_\_\_ Enjoys challenging assignments
- \_\_\_\_\_ Exhibits creativity beyond the expected norms
- \_\_\_\_\_ Works well alone or with others
- \_\_\_\_\_ Demonstrates a mastery of specific music skill(s)
- \_\_\_\_\_ Spends leisure time engaged in a music activity
- \_\_\_\_\_ Strongly self-motivated; takes initiative without teacher guidance
- \_\_\_\_\_ Is a peer leader helping others with skills or ideas
- \_\_\_\_\_ Demonstrates an ability to bring forth and create what is visualized

# Health & Physical Education

## Criteria for the Exceptional Learner

Student: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Read each item and rate the student according to the following scale:

- |                            |                            |
|----------------------------|----------------------------|
| 1. Rarely, seldom or never | 3. Often or frequently     |
| 2. Occasionally, sometimes | 4. Always or almost always |
| 5. Not observed            |                            |

- \_\_\_ 1. Practices overall wellness.
- \_\_\_ 2. Possesses a positive and enthusiastic attitude.
- \_\_\_ 3. Uses leadership skills when dealing with peers.
- \_\_\_ 4. Asks pertinent and insightful questions.
- \_\_\_ 5. Utilizes effective communication skills.
- \_\_\_ 6. Employs appropriate decision-making skills.
- \_\_\_ 7. Shows respect for both genders.
- \_\_\_ 8. Demonstrates a mastery of the components of fitness and movement.
- \_\_\_ 9. Demonstrates a mastery of the specific skills used in various sports.
- \_\_\_ 10. Comprehends the rules and strategies of various sports.
- \_\_\_ 11. Spends leisure time engaged in fitness or sports related activities.
- \_\_\_ 12. Exhibits exceptional sportsmanship.

# **Health & Physical Education Department**

## **Programs for the Exceptional Learner**

Physical Education 9-10

Physical Education 11-12

9<sup>th</sup> Grade Health – Driver's Education & Harmful Substances

10<sup>th</sup> Grade Health – CPR/First Aid & Family Life 1

11<sup>th</sup> Grade Health – Human Sexuality & Current Health Issues

12<sup>th</sup> Grade Health – Defensive Driving & Current Health Research

Grades 10-12 – Lifetime Fitness and Wellness 2.5 credit course

### **Additional Department and Community Programs**

Advanced AED Training

Professional CPR Training

Annual Teen Summit Conference

Interscholastic Sports Competition

Weight Lifting Club

Charity Runs

After-school Sports Tournaments

DARE, SADD, PRIDE, SABB, Heroes & Cool Kids

First Aid Squad

Volunteer Hospital Work

Community Sports Leagues

EMT Training

# Exceptional Learner Selection Criteria

Industrial Studies, Business Studies, Computer, Finance, Marketing and Work Studies, Engineering and Technological Studies

Elementary courses of study may not provide sufficient evidence to determine a student's level of giftedness in the stated areas. Once having completed a course in any one of these areas, as a 9<sup>th</sup> grader, the interested student can consult with a teacher or the department chairperson, to pursue the exceptional learner status in any of the stated areas.

Programs available to the Exceptional Learner:

- Entry into the next level program or course.
- Independent study if approved by the administration, department chairperson and identified teacher.
- Competition involvement: Vocational Student Association participation (DECA, FBLA, TSA etc.)
- Cooperative work experience (seniors only) would be offered to any student that is declared gifted in programs that have been identified in the cooperative education portion of the school catalog; these currently include: Marketing, Business, CADD, Architecture, Engineering, Media.



# HIGH POINT REGIONAL HIGH SCHOOL

## Student Rating Scale

### English Department

Student \_\_\_\_\_

Grade in Class \_\_\_\_\_

Date \_\_\_\_\_

#### BEHAVIOR TRAITS

#### RATING SCALE

	Never	Sometimes	Frequently	Always		
Completes all reading and writing assignments and attends class regularly; is prepared and responsible	0	1	2	3	4	5
Demonstrates an appreciation of the beauty of language, literature, and the arts	0	1	2	3	4	5
Able to work independently without teacher guidance	0	1	2	3	4	5
Exhibits strong motivation; shows initiative in independent study beyond expectations.	0	1	2	3	4	5
Initiates inquiry; shows leadership in class discussions and group work	0	1	2	3	4	5
Through oral participation, shows insight into literature, a depth of understanding, and abstract thinking	0	1	2	3	4	5
Contributes articulately, thoughtfully, and appropriately in formal and informal settings	0	1	2	3	4	5
Works well with others in large and small group settings	0	1	2	3	4	5
Through written expression, shows insight into literature, a depth of understanding, and abstract thinking	0	1	2	3	4	5
Exhibits fluent, skillful writing, showing depth and detail, following standard grammar and usage	0	1	2	3	4	5
Exhibits creativity in thought, in communication, and in classwork	0	1	2	3	4	5
Appreciates and displays appropriate sense of humor	0	1	2	3	4	5
<b>TOTAL POINTS</b>						

Teacher's Name \_\_\_\_\_

Course \_\_\_\_\_

**High Point Regional High School  
Department of Language Arts  
Exceptional Learner Programs**

9<sup>th</sup> Grade

Honors

Creative Writing

10<sup>th</sup> Grade

Honors

Creative Writing

Creative Writing Workshop

American Film

11<sup>th</sup> Grade

Honors

Creative Writing

Creative Writing Workshop

American Film

Literature of the Holocaust and other Genocides

AP Literature and Composition

12<sup>th</sup> Grade

Creative Writing

Creative Writing Workshop

American Film

Literature of the Holocaust and other Genocides

AP Language and Composition

**Additional Activities and Opportunities:**

*Calliope* (literary magazine)

*The Monument* (school newspaper)

*Quill & Scroll* (International Honorary Society For High School Journalists)

Governor's School for Creative Writing

Teen Arts (in conjunction with the Art Department)

Oratorical Programs (opportunities through Social Studies programs)

Students are provided information about essay contests throughout the year

Students are provided information about Summer Writing Institutes

**IDENTIFICATION OF THE EXCEPTIONAL LEARNER  
IN MATHEMATICS**

**Student** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Date** \_\_\_\_\_

Rate the student according to the following scale:

1: Seldom or never    2: Occasionally    3: Frequently    4: Almost always or always

- \_\_\_\_\_ 1. Learns math concepts and procedures easily; retains information.
- \_\_\_\_\_ 2. Can apply concepts to new situations.
- \_\_\_\_\_ 3. Sees patterns and relationships and can generalize results.
- \_\_\_\_\_ 4. Enjoys challenging, non-routine problems.
- \_\_\_\_\_ 5. Shows perseverance; tries alternate approaches.
- \_\_\_\_\_ 6. Is willing to investigate, make and check conjectures, make generalizations.
- \_\_\_\_\_ 7. Sometimes solves problems intuitively, but can't give a specific algorithm.
- \_\_\_\_\_ 8. Understands and appreciates the structure and logic of mathematics.
- \_\_\_\_\_ 9. Is a creative problem solver; can think "outside the box."
- \_\_\_\_\_ 10. Demonstrates the ability to visualize spatially.

## **Exceptional Learner Academic Course of Study Options in Mathematics**

Our program of study for gifted and talented mathematics students is as follows:

- Grade 9:      Geometry Honors
- Grade 10:     Algebra 2 Honors
- Grade 11:     Pre-Calculus Honors  
                  AP Statistics
- Grade 12:     AP Statistics  
                  AP Calculus AB  
                  AP Calculus BC

Students are also encouraged to consider augmenting their mathematics course of study by investigating summer and night course options at Sussex County Community College.

# High Point Regional High School Science Department - Student Rating Scale

Student \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Behavior Traits	Rating Scale				
	Never		Occasionally		Always
The student is able to:	1	2	3	4	5
1. Plan, design, and make decisions	1	2	3	4	5
2. Work well with others	1	2	3	4	5
3. Write comprehensive, thoughtful answers	1	2	3	4	5
4. Ask insightful questions	1	2	3	4	5
5. Apply mathematics to solve problems	1	2	3	4	5
6. Use lab equipment	1	2	3	4	5
7. Work independently	1	2	3	4	5
8. Complete regular and make-up work on time	1	2	3	4	5
9. Understand and apply the scientific method	1	2	3	4	5
10. Follow written/oral directions	1	2	3	4	5

Staff completing form: \_\_\_\_\_

Total: \_\_\_\_\_

## **Exceptional Learner Academic Course of Study Options in Science**

Our program of study for gifted and talented science students is as follows:

Grade 9: Honors Biology

Grade 10: Honors Chemistry  
AP Biology

Grade 11: Honors Chemistry  
Honors Physics  
Introduction to Research in Molecular Biology  
AP Biology  
AP Chemistry  
AP Environmental Science

Grade 12: Honors Physics  
Introduction to Research in Molecular Biology  
AP Physics  
AP Biology  
AP Chemistry  
AP Environmental Science

Students are encouraged to pursue various academic competitions in which the science department participates. These may include, but are not limited to the following: Science Olympiad, Science Research Club, Governor's School in Science, Governor's School of the Environment, Bausch and Lomb Award, Discovery Center Award, Merck State Science Test etc.

## **Exceptional Learner Selection Process for Social Studies**

- Students must be nominated by a department member using the Purdue Rating Scale for Social Studies.
- All nominated students will be evaluated by all relevant members of the department who are aware of the student's academic achievement.
- Extra curricular activities will be considered but are not essential components of the selection process.
- The department chairperson will coordinate submissions with the guidance and curriculum office.

### **Available courses for exceptional learners in the Social Studies Department:**

Grade 9: Honors World Studies

Grade 10: Honors American Studies I

Grade 11: Honors American Studies II  
AP American Government

Grade 12: AP U.S. History

### **Extra Curricular opportunities for the exceptional learner:**

Mock Trial & Academic Team



---

**PURDUE ACADEMIC RATING SCALE: SOCIAL STUDIES**

---

STUDENT: \_\_\_\_\_

GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Read each item and rate the student according to this scale.

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1 Rarely, seldom, or never           | 3 Quite often or frequently |
| 2 Occasionally, sometimes            | 4 Always or almost always   |
| DK Don't know or have never observed |                             |

- |       |     |  |
|-------|-----|--|
| _____ | 1.  | Reads widely on social issues from a variety of books, magazines, or newspapers.                     |
| _____ | 2.  | Becomes absorbed in the investigation of topics.   |
| _____ | 3.  | Displays intellectual curiosity, becomes interested in a variety of topics not required or assigned. |
| _____ | 4.  | Skilled in analyzing topics, finding the underlying problem, questioning, investigating.             |
| _____ | 5.  | Attracted toward cognitive complexity; enjoys puzzles, paradoxes, mysteries.                         |
| _____ | 6.  | Asks questions that are open-ended or philosophical.   |
| _____ | 7.  | Has a wide vocabulary which is used precisely and appropriately.                                     |
| _____ | 8.  | Enjoys language, reading, conversation, listening, and verbal communication.                         |
| _____ | 9.  | Sensitive to social issues, sees ethical and moral questions.  |
| _____ | 10. | Suspends judgment, entertains alternative explanations or points of view while exploring a question. |
| _____ | 11. | Engages in intellectual play; enjoys puns, play on words, language games.                            |
| _____ | 12. | Enjoys the processes of research and investigating for their own sake.                               |
| _____ | 13. | Recalls details about social science topics, makes unusual connections.                              |
| _____ | 14. | Interested in social themes, complex public issues, explanations, and theories of causation.         |
| _____ | 15. | Curious about many things, "goes off on tangents."   |
-

## **Exceptional Learner Selection Process for World Languages**

- Students must be nominated by a department member using the Purdue Ration Scale for Social Studies.
- All nominated students will be evaluated by all relevant members of the department who are aware of the student's academic achievement.
- The department chairperson will coordinate submissions with the guidance and curriculum office.

### **Available courses for exceptional learners in World Languages:**

Honors French IV

(French will no longer be offered as an in-house option following school year 2013-014)

Honors German IV

Honors Spanish IV

Honors Italian IV

Honors Spanish V

### **Other considerations for the Exceptional World Language Learner:**

Foreign Language National Honor Society

International Club

Travel/Study Abroad

Statewide World Language Competitions where applicable

Peer Tutoring

Pen Pals/E-pals

