

Talented and Gifted Program Services

**High School
Directed Study Manual**

Fulton County Schools

I. OVERVIEW

Short Name: Gifted Directed Study

Course Numbers: (See Appendix-36)

Prerequisites: TAG student is in good standing and his/her application has been discussed with and approved by the TAG teacher coordinating directed studies after an introductory interview.

Description: The Gifted Directed Study, an elective course for gifted students, provides for carefully designed research experiences for individual TAG students under the supervision of a TAG teacher. The course is designed to encourage the development of the whole student as a researcher and problem solver. In collaboration with a TAG teacher, the student defines and schedules the directed study by contract. The majority of contract objectives are derived from the analysis, synthesis, and evaluation levels of Bloom's Taxonomy, and the processes employed include the major elements of Treffinger's creative problem solving techniques.

Scheduling:

1. Prior to the semester in which the directed study is to take place a TAG student wishing to initiate a directed study must complete the application process during the semester prior to taking the course. Application can be obtained in the TAG office and must be approved by the TAG teacher coordinating directed studies. At the beginning of the directed study course, the student and teacher will develop and sign a contract.
2. If academic credit is to be earned in a specific content area for a non-Advanced Placement (AP) course, the department chair in the school **must** also approve and sign the contract.
3. If academic credit is to be earned in a specific content area for an Advanced Placement (AP) course, the following conditions must be met: (a) the student has an unresolvable scheduling conflict (e.g., registered for two singleton courses that meet the same period); (b) a teacher with The College Board certification agrees to assist the student; (c) department chair in the school **must** also approve and sign the contract. If AP credit is earned through a directed study and the student passes the course, the AP course will appear on the student's transcript and Fulton County Schools will pay for the AP exam. If the above conditions can not be met, the TAG student will earn directed study elective credit and assume responsibility for paying for the AP exam.
4. If elective credit is to be earned, the contract will also be approved and signed by a TAG supervisor.

Assignment: Directed study is normally limited to TAG juniors and seniors who have maintained an A or B average in the subject area of the directed study and demonstrated advanced research skills and academic independence. Other TAG students who have also demonstrated advanced research skills and academic independence will be considered. *Non-TAG students who successfully meet the requirements for a directed study as well as the conditions stated above may take an AP course through a directed study for academic credit.*

Overview: The course is designed for TAG students who have already demonstrated the skills needed for independent learning. It will provide the opportunity for independent investigation in a subject of interest, development of research techniques, and the practice of higher level thinking skills.

Goals: Any one or all of these goals may apply.

1. To conduct extensive investigation in an area of particular interest to the student but not offered in the regular curriculum.
2. To work on an individual creative project in an area in which the student has previously demonstrated independence and expertise.
3. To complete an individualized course included in the regular curriculum but not available that semester at the local school.

Objectives: The student with the aid of a TAG teacher will write the objectives for each directed study.

The objectives developed by the student with the aid of a TAG teacher should be aligned to the Georgia Performance Standards (GPS) or Quality Core Curriculum (QCC) for one or more of the core content areas and the revised Bloom's Taxonomy.

GPS <http://www.georgiastandards.org/> 9-12 core content areas. Selected standards and elements should focus on critical thinking and research skills.

BLOOM'S A list of verbs to be used in writing revised Bloom's Cognitive Taxonomy can be found on Appendix-25. A directed study student should write objectives which incorporate higher order thinking skills. Thus, the student should select verbs in the following categories: **Application, Analysis, Evaluation, and Creation.**

The Gifted Research course is designed for those students who need development of directed study skills. Emphasis will be to help move students from teacher-directed learners to self-directed learners.

The Directed Study courses are reserved for those students who have demonstrated that they are self-directed learners.

TAG teachers wanting to incorporate either the Gifted Directed Study or Gifted Research into the school curriculum should check with the administrator in charge of scheduling so that the course(s) can be added to the course offerings.

DIRECTED STUDY PHILOSOPHY

Directed study is comprised of skills which enable the learners to acquire, manipulate, and/or generate information and communicate the results to others. It is comprised of a series of activities which may be taught in "large-group" situations (e.g., whole class) or to one student at a time. The skills must, however, be taught and practiced with supervision before students are asked to apply them to areas of interest.

Skills of directed study are appropriately "matched" to the scholastic abilities of various types of learners, and they are especially well suited to the intellectual abilities of gifted learners. These skills afford gifted learners (who are able to learn and memorize information rapidly) the opportunity to learn at rates commensurate with their own abilities. The skills also provide gifted learners (who have a wide range of interests) with mechanisms to self-select topics of genuine concern. Gifted learners (who have significant problem-solving and reasoning abilities) apply their abilities to directed study, as they recognize cause-effect relationships, set and use criteria make judgments, and analyze concepts and situations. Gifted learners have the intellectual traits which warrant instruction in skills of directed study.

GUIDELINES FOR DIRECTED STUDY

Guidelines provide recommended practices for establishing a directed study program. Responding to intellectual characteristics which distinguish gifted learners from their age peers, the guidelines are offered to assist educators in developing learning experiences and directed study programs. Recommended guidelines of directed study are as follows:

1. Skills of directed study are imparted through direct instruction.
2. Directed study is appropriately introduced through "whole-group" instruction.
3. Stages of directed study programs are small enough to ensure successful completion of any one stage.
4. Evaluation occurs at every stage of directed study.
5. A common language of objectives, skills, and activities is established for communicating key ideas between student and teacher.
6. Support materials are available to students wishing to pursue directed study "on their own".
7. Process skills (e.g., skills of acquiring and managing information) are of primary importance, and content acquisition is of secondary importance.
8. Self-selection of a topic is a key factor in maintaining student motivation.
9. School-wide support structures (e.g., scope and sequence of skills, fairs, recognition via grades, and awards) facilitate ongoing interest and program growth.
10. Entry and exit may occur at any "reasonable" stage of the directed study program, as guided by student interest and need.

J. Samara (1988)

II. TIME-LINE FOR STUDENT AND TAG TEACHER RESPONSIBILITIES

1. Prior to Registration:

- A. Student discusses directed study with a TAG teacher.
- B. TAG teacher gives student an Application for Directed Study (TAGDS-01) to complete and return by a specified date.
- C. Student returns the application.
- D. TAG teacher and student discuss application and TAG teacher recommends placement based upon the student's average in the subject area of the directed study and his/her degree of research skills and academic independence. In order to recommend placement, TAG teacher may interview the student about past projects using the Student Interview form (TAGDS-02) and/or gather input from up to three other TAG or general education teachers by having those teachers complete a Student Recommendation form (TAGDS-03).
- E. If student is to receive course credit in a content area, the department chair or designee should be consulted when appropriate.

2. Registration:

TAG teacher works with counselors to register student who is recommended for directed study for the appropriate course.

3. Beginning of Semester:

- A. Using the student application, the TAG teacher and student review a syllabus (TAGDS-05) and write a contract (TAGDS-06).
- B. Follow Directed Study Contract Instructions.
- C. If the student will receive course credit in a content area (e.g., science, social studies), the department chair of that content area **must** also sign the contract. The syllabus and contract are then filed in the student's instructional folder. A copy of the contract is sent to the TAG office for a TAG supervisor's signature.
- D. If the student is to receive elective credit for a Gifted Directed Study, a copy of the signed contract is sent to a TAG supervisor for approval and signature.

4. During the Semester:

- A. The TAG teacher is responsible for knowing the whereabouts of the student at all times during the student's directed study period. The student is responsible for maintaining on-task behavior at all times during the time assigned for Directed Study.

- B. Create an Instructional Folder for accountability which will include:
 - 1. syllabus
 - 2. contract
 - 3. application
 - 4. graded samples of student work
 - 5. any other pertinent material relating to student's directed study.The Instructional Folder will be monitored by the TAG contact person and may be reviewed by a TAG supervisor during an on-site visit.
- C.
 - 1. Documentation of each research step is the responsibility of the student to keep on-going work in the Instructional Folder.
 - 2. Weekly goals may be established and recorded on a form provided by the TAG teacher. Tangible proof of progress or completion of goals during the week may be required. The student may be asked to show the TAG teacher this proof when GOAL SHEET for the week is submitted.
 - 3. The final products of the directed study should be presented to the supervising teacher(s) for evaluation as outlined in the syllabus and the contract.
- D. The TAG teacher will assign and report grades for the Directed Study at 6, 12, and 18 weeks during the semester.
- E. **Provision for Improving Grades:** “Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.” (Board Policy Statement -IHA- Grading and Reporting System-High Schools-D.1)

5. **End of Semester:** The TAG teacher:

- A. is responsible for turning in the student's final grade.
- B. files a copy of the completed contract in the student's TAG work folder.
- C. keeps the Instructional Folder for an appropriate time until grades have been recorded and received by students and parents.

III. INSTRUCTIONS FOR DIRECTED STUDY SYLLABUS AND CONTRACT

(The student and TAG teacher will complete the syllabus and contract together.)

SYLLABUS INSTRUCTIONS:

Included in this manual is the minimum generic syllabus. You may include additional information based on requirements, rules, and procedures at your school. No sections are to be deleted. If a change is made, a copy is to be sent to the TAG office.

CONTRACT INSTRUCTIONS:

COMPLETE PERSONAL DATA (Name, Course Title, etc.)

If a student is receiving credit in a content area (not a Gifted Directed Study), attach a copy of the course syllabus to the contract. The student must meet all requirements specified in the syllabus.

GOAL STATEMENT: State a goal for the directed study (i.e., make a statement that shows the purpose for what is being done).

Listed below are examples of how to write the goals and objectives. The examples are easy to rearrange with additions and substitutions when developing the contract.

Example: The purpose of this directed study is to increase student's knowledge of the ecology of Georgia's barrier islands and issues affecting future development.

Example: The goal of this directed study is to increase the student's knowledge and awareness of medical ethics.

Example: The purpose of this directed study is to increase the student's knowledge and understanding of debate.

COURSE OBJECTIVES:

Objectives will be guided by these questions:

"What do I want a gifted student to achieve as a result of this directed study?"

"When the course is completed what will the student be able to do?"

All objectives **MUST** correspond to at least one activity or product. The majority of the objectives should employ higher order thinking skills (i.e., application, analysis, synthesis, or evaluation).

Examples:

- evaluate the validity of an argument in written or oral form
- analyze stylistic and thematic qualities of literature from the 1920's

- c. judge literature critically on the basis of personal response and literary quality. Understand the techniques of debate and apply them in a formal setting.
- d. create a critical essay comparing two short stories using
- e. understand the issue of conflict as it affects third world countries' economic and political structure

GPS:

Select one or two for each course objective.

If a student is receiving credit in a content area (not a Gifted Directed Study), the student must demonstrate mastery of all course GPS standards and elements for that course.

ACTIVITIES/PRODUCTS:

Activities/products will be guided by this question:

“What will the student do during the course in order to meet the objective?”

List the major activities in which the student will be involved and the resulting products. The student must develop at least twelve gradable experiences and they must be represented on the contract. **Each activity/product MUST correspond to at least one objective.** At this time the TAG teacher and student should agree on the percentage each activity will count in the final grade.

Objectives MUST correspond to at least one activity or product. Students may present their findings in a variety of ways. In order to facilitate the evaluation of activities/products, the student will state on the contract how knowledge and skills acquired during the directed study will be demonstrated.

(See "Suggested Products List" for various kinds of projects.).

Example: Compare and contrast the styles of three impressionist painters in a five-seven page paper.

Example: Research efforts to preserve the ecological environment surrounding the Chattahoochee River and create an illustrated brochure detailing the successful efforts.

Example: Using five styles of poetry create a portfolio of original poetry containing a minimum of ten poems.

% OF GRADE / DATE DUE / DATE COMPLETED / TEACHER EVALUATION:

After each activity/product, list % of grade and due date. In accordance with FCBOE Policy, the final may count a maximum of only 25 percent of the final course grade. If a student is receiving credit in a content area (not a Gifted Directed Study) that requires a state end-of-course test, s/he is required to take that test, and it will count 15 percent of the final grade. As the activity/product is completed, fill in the date

completed and evaluation columns. Teacher evaluations should be numerical grades following Fulton County policy.

Some criteria for evaluations are:

- | | |
|---------------------------------|---------|
| (1) completeness | _____ % |
| (2) accuracy | _____ % |
| (3) organization | _____ % |
| (4) use of references | _____ % |
| (5) meeting of deadlines | _____ % |
| (6) originality/creativity | _____ % |
| (7) quality of activity/product | _____ % |

The student and teacher may use any of the evaluation sheets to determine numerical grades for individual activities/products.

CONTENT AREAS:

Check any content areas that apply. In order to receive FTE credit at least one of the five major content areas (social studies, science, math, language arts, foreign language) **must** be checked. For example, directed study in fine arts must also include at least one of the five major content areas. Such a study might be "The History of Modern Art," or "The Scientific Aspects of Painting Restoration."

LEARNER GOALS:

Check one or two.

LIST OF RESOURCES:

List all resources the student will use (minimum of five including one primary source).

SIGNATURES:

If the student is to receive course credit in a content area (e.g., science, not TAG) then the **department chair** of that discipline must sign the contract and sent to a TAG supervisor for approval and signature as soon as possible.

If the student is to receive elective credit for Gifted Directed Study, the contract must be sent to a **TAG supervisor** for approval and signature as soon as possible, usually the first week of the semester.

All questions about directed study courses should be directed to the TAG office.

Directed Study contracts are **not valid** until contracts are approved and all appropriate signatures are obtained.

REMINDER:

If a student is failing after completing assignments, the TAG teacher must provide for recovery if the student initiates a request.

IV. RESOURCES

- Betts, G. T., Autonomous Learning Model. Alps., 1985.
- Betts, G.T. & Neihart, M., "Implementing Self-Directed Learning Models for the Gifted and Talented." Gifted Child Quarterly, 4, 174-177., 1986.
- Curry, J. & Samara, J., Education Curriculum Guide for Gifted Students, Grades 9-12, Georgia Department of Education., 1991.
- Feldhusen, J., "Meeting the needs of Gifted Students through Differentiated Program." Gifted Child Quarterly, 1, 38, Pgs. 6,7,.14,21,23,33,36,37., 1982.
- Lamm, Kathryn, 10,000 Ideas for Term Papers, Projects, Reports and Speeches, Arco., 1991.
- Lewis, C., Buckley, S., Sarvat, C., GEMINI (Gifted Education Manual for Individualizing Networks of Instruction), Trillium Press, 1980.
- Maker, J., Developing Scope and Sequence in Curriculum. Gifted Child Quarterly, 4, 151-158., 1986.
- Passow, A.H., "Curriculum for the Gifted and Talented at the Secondary Level." Gifted Child Quarterly, 4, 186-191, 1986
- Passow, A.H., "Differentiated Curricula for the Gifted/Talented," Curricula for the Gifted. Ventura, CA. Ventura County Superintendent of Schools Office, 1-20., 1982
- Pollette, N., 3 R's for the Gifted, Reading, Writing, and Research. Libraries Unlimited., 1982
- Renzulli, Joseph, Systems and Models for Developing Programs for the Gifted and Talented., Creative Learning Press, Inc., 1986.
- Renzulli, J.S., The Enrichment Triad Model. Mansfield Center, CT: The Creative Learning Press, Inc., 1977.
- Treffinger, D., "Teaching for Self-Directed Learning," A Priority for the Gifted and Talented. Gifted Child Quarterly, 19, 46-59., 1975.
- VanTassel-Baska J., "Effective Curriculum and Instructional Models for Talented," Gifted Child Quarterly, 4, 164-169., 1986.

V. APPENDIX

REQUIRED - **must** be completed for each Directed Study:

Application for Directed Study (TAGDS-01).....	13-14
Syllabus (TAGDS-05).....	15-16
Contract (TAGDS-06)	17-18
Instructional Folder - (make your own file folder)	

OPTIONAL - You may wish to use some of these with some of the students.

Student Interview Form (TAGDS-02).....	19
Student Recommendation (TAGDS-03).....	20
Directed Study Approval Form (TAGDS-04).....	21
Directed Study Pre-project Investigation.....	22-23
Criteria for Successful Completion of Contract for Directed Study	24
Bloom's List.....	25
Suggested Product List.....	26
Additional Projects.....	27
Weekly Goal Sheet.....	28
Research Paper Checklist.....	29
Project Grading Sheet.....	30
Guidelines for Good Oral Presentations.....	31-32
Presentation Evaluation Sheet.....	33
Directed Study Final.....	34-35

High School Gifted Course Numbers.....36

APPLICATION FOR DIRECTED STUDY

NAME _____ HR/ADV: _____ SCHOOL _____

DATE DUE: _____ SUBMITTED: _____ APPROVED: _____

TITLE AND DESCRIPTION: _____

A successful directed study requires an exceptional student with strong motivation and self discipline. Please answer the following questions to help your TAG teacher(s) evaluate your candidacy.

1. What interest area (subjects, topics or projects) do you want to develop into a directed study?
2. Explain why this interest is important to you.
3. What previous experience, if any, have you had in this? What have you already done that you want to extend?
4. What other related topics, projects or activities might be included as you and your TAG teacher develop your contract?
5. What potential **goal** or **goals** will you undertake for this study?
6. Consider how your interest might be divided into **units** for directed study. List possibilities.
7. What particular **activities** and/or **products** do you propose?

8. List specific resources that you have: **(include primary sources)**

People—

Book/print—

Media/computer/etc.—

9. What additional resources will you seek and where?

10. A major part of directed study work must be done at school. What part of you work will be doable at school during the directed study period? What part of you work will need to be homework?

11. How will you challenge yourself day-by-day?

12. What standards of excellence will you establish for judging you own work?

AGREEMENT

*I understand that both the **work** and the **behavior** in directed study reflect directly on the TAG program, the student and the teacher.*

I understand that both the TAG office and TAG classrooms are work places for teachers and students.

I realize that directed study is a privilege. If accepted I agree to work on academic studies. I will be on time to directed study, prepared with necessary books and materials, and remain on task.

Student Signature: _____

Description: The Gifted Directed Study, an elective course for gifted students, provides for carefully designed research experiences for individual TAG students under the supervision of a TAG teacher. The course is designed to encourage the development of the whole student as a researcher and problem solver. In collaboration with a TAG teacher, the student defines and schedules the directed study by contract.

Materials: These will vary depending on the nature of the individual study plan. It is expected that each student makes use of all resources available to him/her including constructive use of the media center, other school facilities and outside resources.

Contract: Each student will design a contract at the beginning of the semester which will outline the proposed goal, objectives, activities and products. The contract should be completed following the “Directed Study Contract Instructions.” Bloom’s Taxonomy and a sample Product List are provided by a TAG teacher to assist the student in writing the contract. The final contract submitted to the county TAG office will be typed into the computer.

Bibliography: Each student will include a list of initial resources on his/her contract in bibliographic form. As the student completes activities/products, he/she will find the need for additional resources; thus, the student must submit a bibliography with each activity/product. Failure to submit a bibliography could be considered plagiarism. According to Fulton County policy, plagiarism is a form of cheating. Cheating will be handled as stipulated by the school’s student handbook.

Grading: Due to the nature of the course, grading will be individualized. The numerical grade is based on no fewer than twelve gradeable experiences. The student and a TAG teacher will determine the weight of each gradeable experience.

Product/Activity #1	___%*
Product/Activity #2	___%
Product/Activity #3	___%
Product/Activity #4	___%
Product/Activity #5	___%
Product/Activity #6	___%
Product/Activity #7	___%
Product/Activity #8	___%
Product/Activity #9	___%
Product/Activity #10	___%
Product/Activity #11	___%
Product/Activity #12**	___%

*See contract for individual percentage weights.

**The student and/or TAG teacher should design a final product/activity which can be completed or presented during the final’s period at the end of the semester. The final may count a maximum of 25 percent of the semester grade. If a state end-of-course test is required, it will count 15 percent of the semester grade.

Late Work: Each student establishes due dates at the beginning of the semester and are thus accountable for the timeliness of work. Any changes in the due dates after the contract is signed must be mutually agreed upon by both the TAG teacher and student.

Provision for Improving Grades: “Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.” (Board Policy Statement -IHA- Grading and Reporting System-High Schools-D.1)

-----*Sign and place in work folder.*-----

I have read, understand, and agree to abide by the directed study policies stated above.

Student's Signature

TAGDS-06
R-6/05

Fulton County Schools
Talented and Gifted Program – High School Directed Study Contract

Name _____ HR _____ Lunch _____ School _____ Sem/Yr ____/____
 Session 1 2 3 4

Directed Study # _____ Topic _____ Period _____ Teacher _____

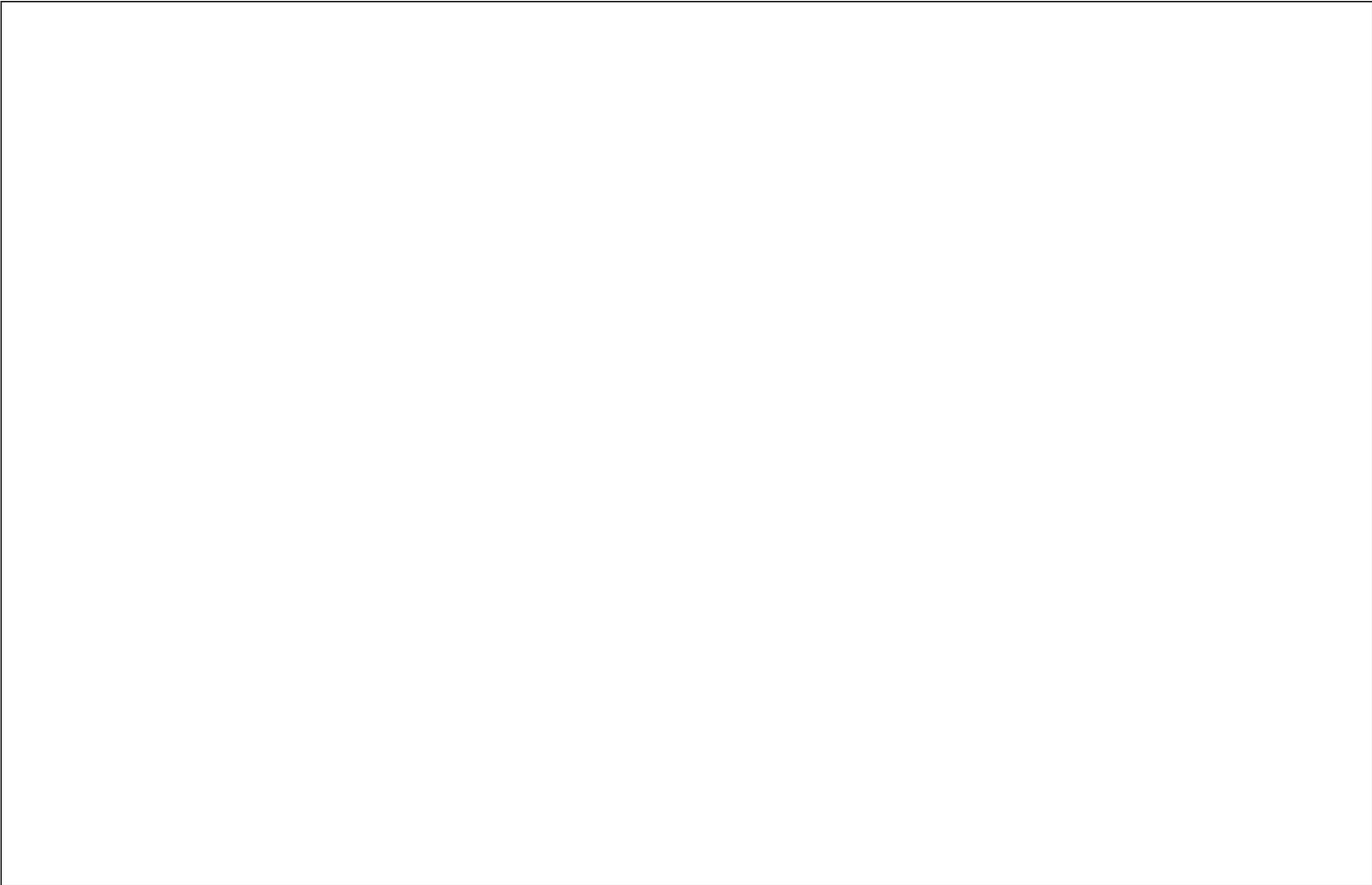
Goal Statement:			Signatures:			
			Student _____			
			Teacher _____			
			Other _____			
Obj. #	Course Objectives – As a result of participating in this study the student will be able to:	*GPS or QCC#	Content Area(s): (Check any that apply)		Learner Goal (Check major focus)	
			<input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Math <input type="checkbox"/> Technology/Career Education <input type="checkbox"/> Fine Arts		<input type="checkbox"/> To develop advanced research methods and independent study skills. <input type="checkbox"/> To generate new ideas and products original to the learner. <input type="checkbox"/> To develop higher order and critical-thinking skills. <input type="checkbox"/> To develop advanced communication skills.	
Obj. #	Activities/Products (must have a minimum of 12 gradeable experiences) - During the course the student will:	% of Grade	Date Due	Date Complete	Teacher Evaluation	

	Contacts: Daily				Final Evaluation:

* See Other Side

High School Directed Study Contract (continued)

List of Resources: (Minimum of five including one primary source)



*For Language Arts and Science GPS go to <http://www.georgiastandards.org/> for all other content areas go to <http://www.glc.k12.ga.us/qcc/homepg.asp>.

STUDENT INTERVIEW

(Optional: To be completed by TAG teacher before registration)

Review and discuss past projects, activities or individual projects completed by the student.

NAME _____ DATE _____

SCHOOL _____ HR/ADV. _____

1. During activities/projects, the student appropriately:

Describe three past projects: TAG or Other CHECK IF DEMONSTRATED:	1	2	3
a. acquired information			
b. organized and interpreted information			
c. reported information			
d. evaluated own performance			
e. budgeted time			

(Information may be collected from other sources using TAGDS-03.)

1. Overall the student demonstrated the following characteristics:

Characteristics	Yes	No	Not Observed	Comments
a. self-motivation				
b. self-discipline				
c. self-awareness				
d. creativity/originality				

3. Date student received APPLICATION FOR DIRECTED STUDY: _____

Date student returned APPLICATION FOR DIRECTED STUDY: _____

Student Signature _____

TAG Teacher Signature _____

4. RECOMMENDATION: (Indicate date approved)

a. _____ Student should complete a seminar or individual project.

b. _____ Place in TAG Research Class

c. _____ Placement in Gifted Directed Study

d. _____ Placement in Course (Title and Number) _____

e. _____ Other: _____

STUDENT RECOMMENDATION

(Optional: To be completed prior to registration by subject area teacher)

NAME _____ DATE _____

SCHOOL _____ HR/ADV. _____

Teacher completing form: _____ Class(es) you taught this student: _____

1. During the class(es) the student appropriately:

	Excellent	Fair	Poor	Not Observed	Comments
a. acquired information					
b. organized work					
c. interpreted information					
d. communicated knowledge and information					
e. evaluated own performance					
f. budgeted time					
2. Overall evaluation of student					

3. Student demonstrated the following characteristics:

	Yes	No	Not Observed	Comments
a. self-motivation				
b. self-discipline				
c. self-awareness				
d. creativity/originality				

Comments: (brief description of any projects or presentations)

Would you recommend this student for a Gifted Directed Study in which self-motivation, self-discipline, self-awareness, and original thinking are essential? (Circle one)

YES **NO**

Teacher Signature _____ Date _____

Return to _____ **By** _____

DIRECTED STUDY APPROVAL FORM
(To be given to counselors)

NAME _____ DATE _____

SCHOOL _____ HR/ADV. _____

_____ Semester Directed Study is to be taken.

_____ Date student received Directed Study Application.

_____ Date Directed Study Application was returned to TAG office.

_____ Approved

_____ Not Approved

_____ * The student is taking a directed study to obtain credit for a class that is in the regular education curriculum (e.g., Economics). At the end of the semester after the final grade has been entered, the student's counselor should change the Directed Study Course Number to the appropriate course number.

TAG Teacher Signature _____ Date _____

*Department Chairperson Signature _____ Date _____

**This signature is needed if the student is taking a Directed Study to obtain credit for a class that is in the regular education curriculum.*

To the counselor:

Please register _____ for a Gifted Directed Study _____
Student Name Course Number

during _____.
Semester and Year

Thank you.

DIRECTED STUDY PRE-PROJECT INVESTIGATION

This is an extremely important assignment because it sets the tone for your entire semester's work. The purpose of this is to make you aware of what resources are immediately available. Note that a complete bibliography is due as part of each project; thus when taking notes of sources use correct bibliographic format.

DATE DUE:_____.

LIST AND DESCRIBE THE TOPIC(S) AND/OR AREAS YOU ARE CONSIDERING:

PRE-INVESTIGATION:

List key words, ideas, people, related topics, etc. Remember to consider synonyms.

MEDIA SEARCH:

1. Consult the on-line book catalog as well as other electronic reference sources available in the media center. Attach printouts.
2. Conduct an Internet search for your topic.
3. List five sources on your topic that you found on the internet. On paper, estimate their value to you in a sentence or two per source.
4. Preview five of the sources you found and, on paper, estimate their value to you in a sentence or two per source.
5. List five sources on your topic that you found in the Reader's Guide to Periodic Literature. Place a check by those available in our media center.
6. Check for each of the following in your topic field and list any found: (HINT - walk through the reference stacks)
 - a. bibliography
 - b. specialized dictionary/encyclopedia
 - c. atlas
 - d. directory
 - e. yearbook
 - f. handbook

BEYOND THE MEDIA CENTER:

1. List local sources other than libraries that may be helpful. Give address and phone number for each. (Consider museums, research centers, historical societies, businesses, institutions of higher learning, and individuals.) Use the phone book. Arrange a tour, interview, mailing of information, or other appropriate contacts. Describe what you have done.
2. List any non-local sources and their addresses. (Consider government agencies, publishers, tourism bureaus, authors, professional organizations, museums and historic sites, etc.) The librarians can assist you in getting the addresses of many of these. The sky is the limit, so think globally!

**CRITERIA FOR SUCCESSFUL COMPLETION OF
CONTRACT FOR DIRECTED STUDY**

* * *

Your contract is not complete until the following requirements have been met.

Checklist for contract:

1. ____ develop a minimum of twelve learning activities/projects (including final.)
2. ____ use higher level thinking skills in all twelve learning activities/projects.
3. ____ exhibit a wide variety of activities and products with no repetition.
4. ____ use activities and products which display appropriate complexity for topic
5. ____ include teacher-required assessments (i.e., presentation with AV, other reading).
6. ____ confirm availability of resources.
7. ____ complete all parts of contract in writing.
8. ____ complete pre-project investigation sheets.

Student plan due on_____ **Date completed**_____

TEACHER COMMENTS:

REVISED BLOOM'S TAXONOMY

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	CREATION
count	associate	apply	analyze	appraise	categorize
define	compute	calculate	arrange	assess	combine
describe	convert	change	breakdown	compare	compile
draw	defend	classify	combine	conclude	compose
identify	discuss	complete	design	contrast	create
label	distinguish	compute	detect	criticize	design
list	estimate	demonstrate	develop	determine	devise
match	explain	discover	diagram	grade	explain
name	extend	examine	differentiate	interpret	generate
outline	extrapolate	interpolate	discriminate	judge	group
point	generalize	interpret	illustrate	justify	integrate
quote	give examples	manipulate	infer	measure	modify
read	infer	modify	outline	rank	order
recall	paraphrase operate	operate	point out	rate	organize
recognize	predict	prepare	relate	support	plan
record	rewrite	produce	select	test	prescribe
repeat	summarize	show	separate	verify	propose
reproduce	translate	solve	subdivide	infer	rearrange
select	describe	translate	utilize		reconstruct
state		use	take apart		transform
		code	pattern		specify
			associate		formulate
			isolate		symbolize
			dissect		hypothesize

SUGGESTED PRODUCT LIST

annotated bibliography	poetry
artwork	poster
book game	reference file
book cover	short story
card game	slide/tape presentation
collection w/illustration	taped recording travelogue
collection w/narrative	written report
comic strip	tests
computer program	quizzes
crossword puzzle	drawings
detailed illustration	projects
drama (comedy, tragedy, melodrama, etc)	debates
essay	compositions
fact file	demonstrations
family tree	worksheets
graph	written reports
graphic design	oral reports
illustrated story	supplemental credit
labeled diagram	music/acting performances
lesson	classroom/homework
magazine article	position papers
map	class participation
newspaper article	self-evaluation
novella	panel discussions
oral report	laboratory exercises
package for a product	research papers
photo essay	speeches
photographs	library/reference work

ADDITIONAL PROJECTS

BOOK PROJECT:

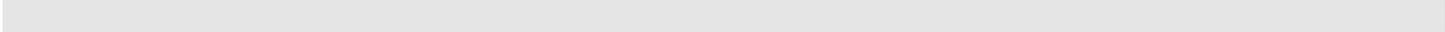
Each student will set a personal reading goal (minimum of one book) above and beyond research reading for the directed study project.

Upon completion of the book, the student will create some type of artwork, model, symbol, mobile, game, or other products for display to communicate some aspect of the book.

If you choose a biography/autobiography, you will sign up for a presentation time. Three days in advance you will submit to the TAG teacher a list of 20-25 questions to interview your character. On the day of the presentation you will assume the role of the main character.

EXTRA CREDIT:

Go to a bookstore (such as Barnes and Noble) and walk through the stacks pertinent to your topic. Determine what new or different things are available. Generate a list of the available resources and have the store manager sign and date. This is worth five points on a project grade.



DIRECTED STUDY WEEKLY GOAL SHEET

NAME _____ GRADE _____ SEMESTER _____

TAG TEACHER _____ PERIOD _____

I PLAN TO COMPLETE BY THE END OF WEEK: ____/____/____ **COMPLETED**
If not, give reason)

1. _____
2. _____
3. _____
4. _____
5. _____

TEACHER COMMENTS:

I PLAN TO COMPLETE BY THE END OF WEEK: ____/____/____

1. _____
2. _____
3. _____
4. _____
5. _____

TEACHER COMMENTS:

I PLAN TO COMPLETE BY THE END OF WEEK ____/____/____

1. _____
2. _____
3. _____
4. _____
5. _____

TEACHER COMMENTS:

RESEARCH PAPER CHECKLIST

Research papers involve two steps: doing research and then organizing the research into a cogent argument supporting a specific thesis. You may choose to do a research paper as one of your projects. The following checklist may be useful in organizing a “plan of attack” for tackling a research paper assignment. Be sure to schedule enough time to complete each phase thoroughly. Your schedule may have to be revised several times as you go along, but try to complete each step in the order presented.

Date Completed

Steps to be Completed

Sched. Actual

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Select a Topic. Unless your topic has been assigned, pick a subject that interests you and that you can research with resources available to you. Avoid topics that are too broad or too narrow. |
| _____ | _____ | 2. Survey the Topic and State a Preliminary Thesis. Get an overview of your topic by reading background articles in general works, such as encyclopedias or the internet. This will help you identify the significant aspects of the topic and the research material you will need. It will also help you narrow the topic and formulate a thesis. |
| _____ | _____ | 3. Gather Tools for Conducting Research. The basic tools you need are: a copy of the assignment, a separate notebook to keep track of research you’ve already done, index cards for notes and bibliographic information, and paper clips or rubber bands to help keep everything organized. |
| _____ | _____ | 4. Prepare a Preliminary Bibliography. To make this list of sources, look in <u>The Reader’s Guide to Periodical Literature</u> , special reference books in the library, non-book sources such as interviews, letters, museum exhibits, and internet. List sources that you’ve gathered on the index cards. Select the most current and up-to-date resources. Generally, any source more than five years old may be outdated and can usually be replaced with more current information. |
| _____ | _____ | 5. Prepare a Working Outline. From the information you’ve gathered during your preliminary reading, divide your paper into subheadings under your thesis. This outline will be useful when it’s time to write your first draft. |
| _____ | _____ | 6. Conduct Research and Take Notes. Use index cards to organize your research. Each card should have a main heading summarizing an idea and should include only one idea, fact or quote from a particular source. Remember that research does not have to come solely from the library. Personal interviews are also a good source of information. |
| _____ | _____ | 7. Write the First Draft. Organize your note cards by their headings and arrange them in a logical manner. Start your paper with an <i>introduction</i> which states the thesis, a <i>body</i> which develops and adds details to support your thesis and a <i>conclusion</i> which summarizes your research and restates the thesis. |
| _____ | _____ | 8. Attribute Quotes and Other Information. Avoid plagiarism (presenting another person’s words or ideas as if they were your own) in your research paper. It is imperative that you document direct quotes, paraphrases of other people’s ideas or speech, and any other information that you get from an outside source. Ask your teacher what documentation style he/she prefers. |
| _____ | _____ | 9. Revise, Edit and Rewrite the First Draft. Read your paper out loud. Each paragraph should be coherent, precise, and free of grammatical errors. Check the accuracy of your facts and quotes against other sources. Select an interesting title based on your paper’s thesis. |
| _____ | _____ | 10. Type and Proofread. Most research papers are double-spaced with one-inch margins. Ask someone else to proofread your paper or reread it yourself. |
| _____ | _____ | 11. Hand in Your Completed Research Paper (on Time) and Celebrate. After all the work you’ve done, keep your notes and note cards. They may come in handy if you are ever assigned a paper on a related topic in the future. |

PROJECT GRADING SHEET

PROJECT TITLE: _____

Student's comments:

1. Strengths

2. Needs Improvement

3. Overall Evaluation

Teacher's comments:

1. Strengths

2. Needs Improvement

3. Overall Evaluation

SELF-EVALUATION:

What have you learned?

How have you demonstrated that you have acquired this knowledge?

If you were doing this again, what if anything, would you do differently?

What was the most difficult aspect of completing this part of the contract?

What grade do you think you deserve on this product and why?

Comments: (Were there any special circumstances or difficulties?)

GUIDELINES FOR GOOD ORAL PRESENTATIONS

Student presentations can be one of the most difficult things for students and teacher to sit and endure. Yet the ability to give good presentations is an important skill that students need to practice. If students are required to give short presentations of their progress at mid-term, this gives them even more practice. Give students these materials and model a good presentation. Also students may evaluate each other using the form included. Students receive a compilation of the comments that their classmates have made. These materials help them to understand what makes a good presentation.

HOW TO MAKE A GOOD ORAL PRESENTATION

Recently when American adults were surveyed about their skills in business, the survey concluded that their biggest fear was speaking in front of an audience. High school students appear to demonstrate a similar phobia. Yet both these groups are called on to demonstrate their ability to persuade publicly from time to time. For the adult, it can make the difference in a sale or promotion; for the student, it can be the determiner of a grade. Therefore, it is important to know the elements of a good presentation.

Every successful speech has three elements: the introduction, the body, and the conclusion. **TO LEAVE OUT ANY OF THE THREE IS FATAL!**

THE INTRODUCTION

This is where you either grab the attention of your audience or you lose them. You must include:

- (a) an attention-getter
- (b) the gist of what you want to say
- (c) a preview of your supporting points.

An attention-getter is something that captures the listener's attention. Otherwise, the audience will be thinking about tonight's date, or the test next period, or something other than what you want them to think about. Examples of attention getters are a joke, a good story, asking audience members to do something such as solve a puzzle or give you help, something that would appeal to their own needs and self interest, etc.

Tell the audience what your main ideas are. Don't keep them guessing. Then preview your specific points so that they can listen to the heart and soul of your presentation. It has been said that the average person needs to hear new facts at least six times before he or she absorbs their content.

THE BODY

All of your specific details need to support the main ideas of your presentation. According to Patterson there are five ways you can organize your main points:

1. "If you are arguing for some kind of change, use the problem solution method...describe what the problem is and then show how your plan will solve it.
2. By using a causal pattern, you show how certain events have happened or will happen...(cause-effect) **OR** you can start with the present condition or problem and then tell how it happened (effect-cause).
3. A topical pattern organizes your ideas around logical themes or divisions around your central focus....
4. A chronologically arranged speech organizes your main points around time (like history) or process (like how a particular product is assembled).
5. A spatially arranged topic is organized around physical location...".
"(BUSINESS NEWS, Sept. 1989)

Often a good speaker will limit the body of the presentation to three or five points. Those numbers seem easier for people to remember. If you can think of an acronym to help the audience, you are ahead of the game.

THE CONCLUSION

No presentation is complete without a conclusion. There is a great temptation to come to the end of the body of the talk and to forget the necessity of a conclusion. Again, never assume that the audience has understood or retained your central message. The conclusion should contain a review of your main ideas and a closing statement. The review should be like a summation of your ideas. The closing statement will help the audience remember you and your message. Good preachers often end their sermons with a story or joke which illustrates the point of their message. A politician will often end a speech with a call for action. Go back to the theme of your opening statement and add a new twist, a new insight, or different ending.

PRESENTATION EVALUATION SHEET

PRESENTER _____ DATE _____

TOPIC _____ CLASS _____

I. PREPARATION (35 POINTS)

1. Organization:
 2. Creativity or uniqueness:
 3. Handouts or other things designed to aid the audience:
 4. Bibliography -- Yes No
-

II. CONTENT (35 POINTS)

1. Quantity of information:
 2. Quality of information:
 3. Has student met the criteria assigned for the type of speech topic?
-

III. COMMUNICATION SKILLS (30 POINTS)

1. Voice tone:
 2. Loudness:
 3. Eye contact with audience:
 4. Posture and gestures:
 5. Other:
-

ADDITIONAL COMMENTS:

DIRECTED STUDY FINAL EVALUATION

Name: _____ Grade: _____ Semester/Year: _____

Directed Study Topic: _____

Directions: The following exam is designed to assess your growth during the directed study experience. You should answer the questions in narrative form with fully formed thoughts and in grammatically correct sentences. For several of the questions, you may need to attach additional sheets of paper.

What was your main interest, concern, “point of view,” etc. as you selected and started out on this study? Why did you want to do it?

Did any of the above change along the way? (Answer the question with a paragraph. Do not say just “yes” or “no.”)

Write an essay in which you describe at least **eight** facts or new pieces of information that you learned from this directed study. Be specific enough so that someone who did not do this study can also learn from your essay. Your essay must include an introduction, body, and conclusion, and you must underline your eight pieces of information within the essay. Please use an additional piece of notebook paper if necessary.

Continue on opposite page.

In paragraph form, evaluate the formats that you have used to present (share) your projects (e.g., paper, model, pictures, lecture, etc.). Were the formats effective in sharing your new knowledge with others? Did the formats of presenting the information make your learning more or less enjoyable?

What are your plans for the future concerning this topic? Do you plan to continue exploration in this area? How? Why or why not?

What was the most difficult part of doing this study? Why?

What was the easiest or most fun part of doing this study? Why?

In retrospect, how would you change your approach to studying this topic? Why?

What advice would you give to anyone who is interested in learning more about your topic?

Please write any comments of advice for other students wishing to complete a directed study and for teachers supervising directed study students.

HIGH SCHOOL TAG COURSE NUMBERS

Continue to register students for "Gifted Participation" using:

70.2330008	9 th grade
90.2330009	10 th grade
90.2340008	11 th grade
90.2340009	12 th grade

TAG course numbers for the 98-99 school year are:

Credit

Gifted Directed Research*

70.2310000	<i>first</i> year-long directed research	1.0
70.2310001	<i>first</i> fall semester directed research	.5
70.2310002	<i>first</i> spring semester directed research	.5
70.2310009	<i>second</i> year-long directed research	1.0
70.2310003	<i>second</i> fall semester directed research	.5
70.2310004	<i>second</i> spring semester directed research	.5

Gifted Directed Study*

70.2320000	<i>first</i> year-long directed study	1.0
70.2320001	<i>first</i> fall semester directed study	.5
70.2320002	<i>first</i> spring semester directed study	.5
70.2330000	<i>second</i> year-long directed study	1.0
70.2330001	<i>second</i> fall semester directed study	.5
70.2330002	<i>second</i> spring semester directed study	.5
70.2340000	<i>third</i> year-long directed study	1.0
70.2340001	<i>third</i> fall semester directed study	.5
70.2340002	<i>third</i> spring semester directed study	.5

Gifted Career Internship**

70.2210000	<i>first</i> year-long internship	1.0
70.2210001	<i>first</i> fall semester internship	.5
70.2210002	<i>first</i> spring semester internship	.5
70.2220000	<i>second</i> year-long internship	1.0
70.2220001	<i>second</i> fall semester internship	.5
70.2220002	<i>second</i> spring semester internship	.5
70.2210003	<i>third</i> spring semester internship	.5

*These numbers can be used for any period of the day.

**If a student is registered for a 10-hour internship during the last two periods of the day, use 70.221 for one period and 70.222 for the other.

V. CREDITS

Directed Study Management System Committee

Karen Lowe	Chairperson
Linda Bostick	Milton High School
Barbara Brown	Chattahoochee High School
Marcy Good	Riverwood High School
Vickie Scheer	Banneker High School
Cindy Spradlin	Roswell High School
Chris Young	North Springs High School

Semester Revisions

Amy Barger	Administrative Services
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