



PAL

where students shine

Opportunities & Programming for Advanced Learners

A Comprehensive K - 12 Enrichment Program

Scotia-Glenville Central Schools

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Philosophy:

The Scotia-Glenville Central School District is committed to challenging students at all grade levels and in all disciplines. The district recognizes that unique talents can occur in many forms and attempts to provide programming to meet those unique talents. Input from all stakeholders to help identify those academic needs and talents is critical for the success of our program. Students should gain self-esteem and self-confidence as they work on advanced material with interdisciplinary approaches to solve challenging problems or develop high-level skills. Experiences in OPAL should have students emerge from the program more capable to impact the intellectual, cultural and work community of our State and nation.

OPAL Student Characteristics:

High ability students are children and youth with outstanding talent, who perform or show potential for performing at remarkably high levels of accomplishment when compared with others of their age and experience or environment. These students show an exceptional potential in areas such as general intellectual ability, special academic aptitude, high levels of creativity, and/or ability in visual and performing arts. When appropriately engaged, these children demonstrate a high level of task commitment.

OPAL Study Teams (OST):

Each building in the district will have an operational OPAL Study Team (OST). These building organizations will assist in identifying and/or placing students with programming needs which require the challenge and rigor set out in our philosophy statement and our program definition. This group can also evaluate present placements and recommend changes that will better meet the needs of a student. Some of those other options can include grade and subject acceleration, curriculum compacting and enrichment clusters. These instructional models are explained in more depth in a mini-glossary that follows below.

Each OST will be comprised of teachers and administrators, who will consider the candidacy of students for special programming, consider data that is submitted and, when appropriate, make recommendations about programs and activities that will offer the experience and challenge necessary for students to thrive in our schools. Students can be referred to the OST by any faculty member or any parent using the referral forms available at school or on page 24 of the OPAL catalog. Additional information from parents is always welcome and referrals can occur throughout the year. Referrals and other information should be submitted to the principal of the building. Parents will be notified in writing of any OST recommendation and be provided with information on which decisions have been made, if requested. Processing of referrals and decisions on those referrals should take about one month.

The pages of this catalog contain designed programs for advanced learners. In addition to those programs, specific instructional methods of approach by teachers or buildings may be utilized. Some of those methods are listed below. A continued glossary of terms is located on page 22 of this catalog.

Cluster Grouping:

An option whereby the top 5-8 gifted learners at a grade level are placed within a regular class. The remainder of the students includes a normal distribution of academic ability. Teacher has some training in working with gifted students.

Curriculum Compacting:

Eliminating repetition, minimizing drill and accelerating instruction in basic skills or lower level classes so that advanced learners can move on to more challenging material

Differentiated Instruction:

Instruction is based on individual needs and learning styles of student. The curriculum is modified to meet the needs of individual students. This usually takes place within the classroom.

Enrichment Clusters:

An ability group within a single (heterogeneous) classroom that provides more challenging material and/or experience for selected students in the class

Grade acceleration:

A student is considered to have grade accelerated if he or she is given a grade-level placement ahead of chronological age peers.

Subject Acceleration:

Student is placed in classes with older peers for a part of the day in one or more content areas.

Elementary OPAL Program

Kindergarten

Screening is mandated by the State, which also instructs districts to report names of students identified as having above average abilities to the Superintendent and parents. Screening takes place in the fall through the use of a behavior checklist provided by AGATE (Association of Gifted and Talented Education in NYS). For exceptional cases, OPAL services may be recommended at the kindergarten level. A pupil who has never been enrolled in a public school in the State and enters a public school from a private school or from out of state after kindergarten must also be screened.

Grade 1 and 2 OPAL Primary

Description: Students are recommended for this program based on their exceptional performance in the classroom and readiness for advanced learning. The Enrichment Specialist starts to meet with the Grades 1 and 2 teachers in the late fall. Pull out weekly classes in the areas of math and language arts are challenging, and encourage student's own creative development and individual intellectual growth. The purpose of this program is to enhance the regular curriculum with creative and challenging activities, projects and lessons. Another piece of Primary OPAL is to consult with the classroom teacher to provide activities and possible strategies for students working above grade level in any or all areas.

Identification Criteria Includes: Teacher recommendation, characteristics presented in the classroom, observation checklist and writing response prompts relating to literature/poetry.

Timeline: October- November

K

1

2

Elementary OPAL Program

Grade 3

Description: The program includes whole-class science instruction for the first 10-12 weeks. In January, pull-out instruction begins one time per week for one hour. The grade 3 curriculum consists of creative problem-solving and decision making, character development and affective process skills, upper level thinking skills and classic literature. Students experiment using research skills using technology and reference materials. They also practice visual/oral communication skills.

Identification Criteria Includes: Terra Nova Test of Cognitive Skills (TCS2), teacher recommendation based on classroom performance, 1st quarter report card grades, intellectual and creativity behavioral checklists.

Timeline: Whole-class instruction in science enrichment is completed by November. Identified students begin participation in a pull-out enrichment program in January.

Grade 4

Description: This is a pull-out program that students participate in for one hour one time per week. Content (science, literature, writing, math, history) changes yearly due to repeat participants and interests. Skills taught and reinforced through a variety of activities are creative problem solving, critical/divergent/logical thinking, character development and affective process skills, listening, observing and perceiving, using research skills and reference materials and written communication skills, self-direction, positive decision-making, organization, leadership, goal setting, research, brainstorming and spontaneous thinking.

Identification Criteria Includes: Terra Nova Test of Cognitive Skills (TCS2); teacher recommendation based on classroom performance and observable behaviors, report card grades; intellectual and creativity behavioral checklists; State Assessments.

Timeline: In June recommendation forms are sent to classroom teachers for input and evaluations. New students entering the district will be evaluated at time of entrance. Classroom teachers and parents may nominate at any time of the year for evaluation.

Grade 5

Content (science, literature, writing, math, history) changes yearly due to repeat participants and interests. Skills taught and reinforced through a variety of activities are creative/critical/logical thinking, character development and ethics, analyzing and organizing data, library and electronic reference and written, oral and visual communication skills. Other components of the program are: various contests entered throughout the year to showcase student work, field trips, events for parents to attend, and professionals from our community make visits to share their knowledge.

Identification Criteria Includes: Terra Nova Test of Cognitive Skills (TCS2); teacher recommendation based on classroom performance and observable behaviors, report card grades; intellectual and creativity behavioral checklists; State Assessments.

Timeline: In June recommendation forms sent to classroom teachers for input and evaluations. New students entering the district will be evaluated at time of entrance. Classroom teachers and parents may nominate at any time of the year for evaluation.

Odyssey of the Mind Kindergarten- Grade 5

This is a worldwide problem solving competition. Preparation begins in November for March competition that begins at the regional level and progresses ultimately to a world level. Participation is voluntary. A problem is chosen by a team consisting of 5-7 students to solve creatively in under 8 minutes. There is also a spontaneous problem to solve. For more information visit the website at www.odysseyofthemind.com

Identification Criteria Includes: Voluntary

Timeline: October-March

Young Scholars Program

***Program provided by Washington-Saratoga-Warren-Hamilton-Essex BOCES**

Grades 4 & 5

Description: Instruction provides intellectually challenging humanities and science experiences to students who have reasoning skills at least four levels beyond their current grade.

Program goals are scholarly work habits, in-depth exploration of classics and culture, persuasive writing, etymology study, reasoning, intellectual risk-taking, and discipline-based investigations. Classmates meet for one whole day once a week in one of our elementary buildings. There is no homework but students are required to make up missed classroom work for the day.

Identification Criteria Includes: School and College Ability Test (SCAT); Terra Nova Test of Cognitive Skills (TCS2); report card grades; State Assessments; teacher recommendation

Timeline: Students are tested on the SCAT in March, other criteria are then considered. Candidates are notified by May 1 regarding qualification for the program.

Middle School OPAL Programming Grade 6 Scotia Scholars

Math/Science

Description: This program provides exceptional students with opportunities to solve intellectually challenging problems, to develop superior interpersonal and communication skills, and to search for creative solutions. Students will be expected to complete tasks that require them to develop an understanding of the vital difference between cause-effect relationships and correlation between variables. They will be asked to identify problems, then organize and execute procedures designed to find solutions to these problems. They will be asked to organize information and establish connections between scientific/technological advances and the development of society, including the impact on law, government and the human condition. They will engage in activities designed to encourage debate and persuasive argument, use computer-based systems to obtain information, record data, analyze data and present findings. They will also develop presentations designed to instruct and persuade their classmates.

Identification Criteria Includes: *Terra Nova Test of Cognitive Skills (TCS2); State Assessments; report card grades (math, science); teacher recommendation; School and College Ability Test (SCAT)*

Timeline: *Identification and notification completed by June 1*

Grade 6 Young Scholars Socratic Forum Humanities

Description: This is a high quality challenging and rigorous humanities curriculum for highly-able middle school students. It is designed to strengthen critical thinking skills and nurture creative autonomous thought using a Socratic seminar approach and inquiry-based method of instruction. A highly trained WSWHE BOCES teacher will be responsible for establishing the Socratic seminar classroom protocol, creating the curriculum and delivering instruction. Seminars may take place once a week with students preparing for these seminars by engaging in pre-seminar activities and then completing post seminar assignments. Based on theme or concepts discovered in the first half of the year, students will determine topics for further research, select an area of interest or problem to solve and produce an abstract, research paper and three PowerPoint slides for public presentation on a specific day to a real world audience. Additional products may be undertaken by students.

Identification Criteria Includes: *Terra Nova Test of Cognitive Skills (TCS2); State Assessments, report card grades, School and College Ability Test (SCAT); teacher recommendation*

Timeline: *Identification and notification completed by May 1*

Middle School OPAL Programming Grade 7

SCIMATECH

Description: This program is an accelerated opportunity for high ability learners who qualify in science and math. This grade 7 course is called SciMaTech and it features science, math and technology components. Students who participate in this program complete two years of science and math in one year. In this program, students are provided many opportunities to work independently, and are often asked to generate solutions to problems that require a combination of math, science and technology skills. Those students are then eligible for an 8th grade accelerated opportunity where they earn high school credit for 9th grade math and science classes in the following year.

Identification Criteria Includes: Terra Nova Test of Cognitive Skills (TCS2); report card grades (math, science, English); mathematics competition scores; State Assessments, teacher recommendations

Timeline: Identification and notification completed by June 1

English 7 Honors

Description: The curriculum for English 7 Honors emphasizes reading for information and critical literary analysis; some reading selections connect with social studies units, covering early American History up to the mid 1800s. An above grade level vocabulary program is also part of the curriculum.

Identification Criteria Includes: Terra Nova Test of Cognitive Skills (TCS2) ;English 6 grades, State assessments, ELA 6 teacher recommendation, previous involvement in programs for advanced learners

Timeline: Identification and notification completed by June 1

Middle School OPAL Programming Grade 8

Integrated Algebra

Description: This is the first course in the advanced Regents sequence and carries high school credit. The topics covered in the course are logic, aspects of algebra and geometry, probability and statistics and graphing linear functions. Topics are covered in an integrated approach. A Regents exam will be given at the end of the year.

Identification Criteria Includes: Report card grades in Math 7; teacher recommendation; Terra Nova Test of Cognitive Skills (TCS2), State Assessments

Timeline: Identification and notification completed by May 15

English 8 Honors

Description: The curriculum for this course emphasizes reading and writing for information and critical literary analysis. Students in this class are challenged to respond to essential questions about the concept of our dreams, especially the American dream; the reading selections frequently connect with the social studies units, covering American History from the Civil War to the present. Students in this class may be involved in service learning projects and academic competitions. An above grade level vocabulary program is also part of the curriculum.

Identification Criteria Includes: Terra Nova Test of Cognitive Skills (TCS2) ; English 7 grades, State assessments, English 7 teacher recommendation, previous involvement in programs for advanced learners

Timeline: Identification and notification completed by June 1

Biology 9 (for accelerated 8th graders)

Description: This high school credit course considers new perspectives in Biology in light of the discoveries that have occurred within the last twenty years. Molecular genetics and its impact on heredity, reproductive technologies disease, evolution and ecology are emphasized. A quantitative approach is utilized throughout the course and laboratory. Scientific investigation is illustrated as a process involving data collection, hypothesis, formation and data analysis to reach conclusions. Weekly laboratory work is required. The Living Environment Regents Exam is the final exam for this course. Successful completion of the course earns Regents credit in Science.

Identification Criteria Includes: Report Card grades; teacher recommendation

Timeline: Identification and notification completed by May 15

Science Bowl

This challenging national level science, math and technology competition combines a “buzzer” style contest with the construction of a fuel cell powered model car. Up to five students may participate. To become a part of the team, students must participate in a competitive tryout. If they qualify, become part of a team that eventually competes at an interscholastic regional competition. The regional winner goes on to national level competition.

Studio Art

Description: This high school art course is offered to students with high ability. Students who exhibit exceptional ability in art, and express an interest in taking more advanced art courses in high school, have the opportunity to take high school Studio in Art in eighth grade. Studio in Art is a comprehensive foundation course in which the student will be encouraged to develop visual awareness and creative expression through the study of art history, the study of the principles of design, and the use of a variety of media and techniques.

Identification Criteria Includes:

Written application: student-selected artwork (one piece), written critique of that artwork, student essay (all evaluated by district wide art teachers, fine arts director); teacher recommendation

Timeline: *Identification and notification completed by June 1*

Odyssey of the Mind

*is also available at the Middle School
Grades 6-8*

High School English Honors and Advanced Placement Courses

English 9 Honors

Description: The curriculum for English 9 Honors is currently under development. Students in this course will be active participants in a learning community. There is an expectation that students in this course will be involved in service learning projects. There is a summer reading assignment for this course.

Identification Criteria Includes: Student application (an application form and an English 8 expository writing sample), Terra Nova Test of Cognitive Skills (TCS2) (taken in 6th grade), English 8 grades, State assessments, English 8 teacher recommendation, previous involvement in programs for advanced learners

Timeline: Applications due on February 9 and final student/parent notification is completed by May 1.

English 10 Honors

Description: Students in English 10 Honors participate in frequent class discussions and complete long-range assignments analyzing the works of American authors. There is a summer reading assignment for this course.

Identification Criteria Includes: Student application (a letter of intent and an English 9 expository writing sample) English 9 grades, English 9 teacher recommendation.

Timeline: Applications are due on February 9 and final student/parent notification is completed by May 1.

English 11 Honors

Description: Students who are avid readers and who want to embrace the challenge of refining their expository writing skills should apply for this course. There is an emphasis on the analysis of fundamental works of British literature, especially focusing on the writer's craft and shared inquiry discussions connected to universal themes. Essential questions about how literature reflects the human condition are addressed through historical connections. Students enrolled in English 11 Honors take the State Comprehensive Exam in English (Regents) in January. There is a summer reading assignment for this course.

Identification Criteria Includes: Student application (a letter of intent and an English 10 expository writing sample) English 10 grades, English 10 teacher recommendation.

Timeline: Applications are due on the same date that course selections sheets are due to guidance. Student/parent notification letters are mailed home by May 1.

Advanced Placement English Literature and Composition

Description: Study classic and contemporary literature in a lively college-level class. Read across cultures. Participate in debates and presentations. This full-year English 12 course challenges students to actively participate in their learning at an advanced level and write numerous analytical and creative pieces. Students enrolled in A.P. English are required to take the Advanced Placement English Literature and Composition Test in May. There is a summer reading assignment for this course.

Identification Criteria Includes: Student application (a letter of intent and an English 11 expository writing sample) English 11 grades, English 11 teacher recommendation.

Timeline: Applications are due on the same date that course selections sheets are due to guidance. Student/parent notification letters are mailed home by May 1.

*Students in honors classes who maintain an average of 90 or above are eligible to take the honors class in that discipline the following year without a formal evaluation of criteria. These students must complete a notice of intent form by the application deadline.

**Students in honors classes who have their average fall below 85 will be automatically reviewed for the appropriateness of this placement.

High School Mathematics Honors and Advanced Placement Courses

Math II Honors

Description: This is the second course in the integrated Regent sequence. Topics covered include logic, geometry, and proofs, analytic geometry, quadratic equations, permutations, combinations and probability/statistics. An integrated approach is utilized. Students are required to take a final exam and the Math A Regents exam. Math II-H represents an honors level in this course and offers enrichment in the topics normally encountered.

**Prerequisite: Math I-R*

Identification Criteria Includes: Course averages in previous math classes, letter of application, teacher recommendation. Available for grades 9 and 10 students.

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Math III Honors

Description: This is the third course in the integrated Regents sequence. Topics covered include complex numbers, relations and functions, trigonometry, transformational geometry, probability and statistics. This study is done in an integrated manner and graphing calculators will be used extensively. Students are required to take the NYS Math B Regents Exam. Math III-H represents an honors level in this course and offers enrichment in the topics normally encountered.

**Prerequisite: Math II-R or II-H with successful completion of Math A Regents Exam.*

Identification Criteria Includes: Course averages in previous math classes, letter of application, teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Advanced Computer Science

Description: This full year Computer Science course in JAVA offers students college credit upon successful completion if an Advanced Placement exam. This offering is particularly designed for students planning on majoring in Computer Science in college or in a field that will likely require a computer component including mathematics, science, engineering, business, psychology or other social sciences. Topics include: programming methodology, design and testing, data types and structures, algorithms, applications of computing, and computer systems and social implications.

**Prerequisite: Math III-R*

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

*Students in honors classes who maintain an average of 90 or above are eligible to take the honors class in that discipline the following year without a formal evaluation of criteria. These students must complete a notice of intent form by the application deadline.

**Students in honors classes who have their average fall below 85 will be automatically reviewed for the appropriateness of this placement.

Advanced Placement Calculus AB

Description: This course includes the basis of analytic geometry necessary for the foundations of calculus as well as the topics of limits, derivatives, the application of the derivative, integration and the exponential and logarithmic functions. The AP exam for the advanced placement is given in May and is required. Students are also required to take a final school exam. Graphing calculators are used and there is a fee to take the AP exam, which can lead to four college credits.

**Prerequisite: Math 12*

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Advanced Placement Calculus BC

Description: This advanced Calculus course covers both the first and second semester of college calculus with a B.C. Exam administered in May. Topics include differential and integral calculus, polar representation, infinite series and parametric and vector functions. Successful completion of the B.C. exam can lead to 8 college credits being awarded to the student. There is a fee to take the required exam.

**Prerequisite: Math 12*

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Family and Consumer Science

Advanced Placement Psychology

Description: In AP Psychology, students seek to describe, explain, predict, and understand mental and behavioral processes. Topics studied in AP Psychology include the nervous system, sensation and perception, learning and memory, language, growth and development, disorders and treatments and the behaviors of people in groups. Class activities range from lecture/discussions to demonstrations and projects. Students selecting AP Psychology should be strong readers with significant science backgrounds. The AP Psychology course meets daily for a full year and students enrolled are required to take the national AP exam in May. Success in this class and on the AP exam can provide college credit in psychology. Available in grade 11 or 12.

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Science

Advanced Placement Biology

Description: This course offers an opportunity for the superior science student who has already completed a Regents sequence in science and is ready for advanced study in science. The AP course offers a mature, sophisticated college-level presentation of biology content. Weekly laboratory work is required. Upon successful completion of this course and the Advanced Placement Exam, students can receive up to 4 hours of college credit in Biology. There is a fee for the required exam. Available in grade 12.

**Prerequisite: Chemistry 11-1, co-requisite: Physics 12-1*

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Advanced Placement Chemistry

Description: This course is designed for the strong science student who would like advanced study in a science while in high school. AP Chemistry is a college level course that is equivalent to a first year college course in chemistry. Upon successful completion of this course and the Advanced Placement Exam, students can receive up to 4 hours of college credit in Chemistry. There is a fee for the required exam. Available in grade 11 or 12.

**Prerequisite/co-requisite: Math III, Physics 12-1*

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Advanced Placement Physics B

Description: This college level physics course covers the topics in a typical college physics course which is taken by liberal arts students or non-physical science majors. Students considering a college major in engineering or a physical science will profit from this course because they will significantly strengthen their background in physics. The AP Physics B credit cannot be transferred into most physical, chemistry or engineering departments, but the credit is accepted in most Liberal Arts Programs. Upon successful completion of this course, students will take the Advanced Placement Exam. There is a fee for the required exam. Available in grade 12.

**Prerequisite/co-requisite: Math 12, Physics 12-1*

Identification Criteria Includes: Teacher recommendation

Timeline: Nominations are collected in February and final student/parent notification completed by May 1

Social Studies

Global History Honors - Grade 9

Description: Designed for able students who intend to pursue a college education, this enriched course involves students with an understanding of the diversity of ideas, values, and traditions that shape their lives and decisions. It focuses upon the interrelationships of world-wide systems dealing with technology, economics, politics, and social issues. The supplemental readings and independent research are utilized to enhance the student's ability to analytically interpret the past and present in a variety of world regions. Summer reading will be mandatory.

Identification Criteria Includes: *Quarter 1 and 2 average in 8th grade social studies; letter of application; teacher recommendation.*

Timeline: *Applications are collected in February and final student/parent notification completed by May 1*

Advanced Placement World History - Grade 10

Description: The Advanced Placement World History course is offered to 10th grade students as the second part of a two-year sequence in Global History. Students are primarily chosen for inclusion in this course by their expressed willingness to participate in an academically rigorous program taught at the college level. The course will be organized chronologically and include extensive primary source readings. Students will be prepared for both the AP World History exam in May and the New York State Global History Regents in June. A summer reading and writing assignment will be mandatory.

Identification Criteria Includes: *Quarter 1 and 2 average in Global History 9; letter of application; teacher recommendation.*

Timeline: *Applications are collected in February and final student/parent notification completed by May 1*

*Students in honors classes who maintain an average of 90 or above are eligible to take the honors class in that discipline the following year without a formal evaluation of criteria. These students must complete a notice of intent form by the application deadline.

**Students in honors classes who have their average fall below 85 will be automatically reviewed for the appropriateness of this placement.

Social Studies

Advanced Placement United States History - Grade 11

Description: This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in American History. The program prepares students for intermediate and advanced college courses by making demands on them equivalent to those made by a full-year introductory college course. Students will prepare for the required Advanced Placement exam in United States History. Interpretation of documents and other primary sources, the practice of research methods and techniques, role playing, and cooperative learning will be integral components of the course.

Identification Criteria Includes: *Quarter 1 and 2 average in Global History 10; teacher recommendation; letter of application. Available in grade 11.*

Timeline: *Applications are collected in February and final student/parent notification completed by May 1*

Advanced Placement Microeconomics/Enriched Participation in Government - Grade 12

Description: This class substitutes for the required Economics and P.I.G. courses and prepares students to take the AP Microeconomics exam. Students are required to take the AP exam. The course is an intensive study of the complex principals of microeconomics (supply and demand, consumer choice, theory of the firm and competitive markets). In addition, an in-depth study of government with an emphasis on public policy and responsible citizenship will be accomplished. A strong background in mathematics is advised.

Identification Criteria Includes: *Quarter 1 and 2 average in United States History 10; teacher recommendation; letter of application. Available in grade 12.*

Timeline: *Nominations are collected in February and final student/parent notification completed by May 1*

Other College Credit Courses

These courses utilize relationships with Schenectady County Community College and the University at Albany (tuition is parent responsibility: \$37 per credit hour) taught by Scotia-Glenville High School faculty at Scotia-Glenville High School.

Mathematics

Pre-Calculus - Grade 11 or 12

Description: Pre-calculus covers the material of college algebra and analytic geometry. Topics treated are imaginary numbers, polar coordinates, theory of equations and an introduction to Calculus. This course is designed for the student interested in math, science or technical fields. Students are required to take a final school exam.

**Prerequisite: Math III or Trigonometry*

Statistics - Grade 12

Description: This course will present a first look at college statistics and include numerical and graphical methods for the analysis of data, study of percentiles and Z scores, binomial distribution, normal distribution and standard deviation, linear regression and curve fitting, sampling techniques and hypothesis testing. Students will make heavy use of computers and graphing calculators. This course is well suited for students entering both technical and non-technical fields.

**Prerequisite: Math III, Intermediate Algebra, Applied Mathematics or permission of Academic Head for Mathematics*

Foreign Language

French IV - Grade 11 or 12

Description: This course meets daily. Students who successfully complete the course earn one unit of school credit. The course is based on curriculum established by SUNY Albany. Students who pay a fee to SUNY Albany may also receive 4 units of college credit.

Spanish IV - Grade 11 or 12

Description: This course meets daily. Students who successfully complete the course earn one unit of school credit. The course is based on curriculum established by SUNY Albany. Students who pay a fee to SUNY Albany may also receive 4 units of college credit.

German IV - Grade 11 or 12

Description: This course meets daily. Students who successfully complete the course earn one unit of school credit. The course is based on curriculum established by SUNY Albany. Students who pay a fee to SUNY Albany may also receive 4 units of college credit.

Foreign Language Project - Grade 12

Description: Open to students who have successfully completed French IV, German IV, or Spanish IV, this course meets daily. Students who successfully complete the course earn one unit of school credit. Students who pay a fee to SUNY Albany may also plan a minimum of two projects per quarter. Each project will have a speaking, reading and writing component, as well as listening, when appropriate. Some of the projects from which students may choose include dramatic or multi-media presentations, a foreign

language newspaper and immersion days. Students will be encouraged to design their own projects as well.

New Visions

Description: A one-year, honors-level course that turns area businesses into classrooms for highly motivated, academically successful high school seniors. Students spend up to 3 1/2 hours per day on-site and learn about a profession firsthand through job shadowing rotations and in-depth study. College credit is available.

Business

Accounting - Grades 10-12

Description: This course will provide you with entry level job skills (bank teller, bookkeeper, accounting clerk, etc.), as well as personal use skills such as maintaining a checking account, understanding payroll procedures, and preparing income tax returns. Students will learn accounting concepts and procedures by working through a complete accounting cycle for both a sole proprietorship service business and a corporation merchandising business. Students will also be introduced to computerized accounting and you will use an automated accounting program for various applications.

Advertising and Marketing – Grades 10-12

Description: Each of these classes is _ credit and may be taken together for 1 full credit. Students will analyze commercials, conduct market research, design logos, create slogans and jingles, and develop advertisements of their own. Marketing plays a vital role in the successful operation of our global economy. This course will introduce you to and prepare you for careers/college majors in the areas of retail/wholesale business and advertising or related fields.

Computer Software Application – Grades 10-12

Description: The Microsoft Office Suite is the most widely used application software on the market today. This course teaches the development of professional college presentations on your computer or laptop using MS POWERPOINT, and utilizes MS EXCEL and MS ACCESS to increase efficiency and production on the job. In addition, learn Desktop Publishing using MS PUBLISHER. Internet usage is integrated throughout the course.

This hands-on course builds an excellent foundation for you whether you are preparing for college or employment. You will qualify for Microsoft Certified Application Specialist Certification upon successful completion of this very beneficial course. The SAM 2007 assessment system will be used to train and test important computer skills in an active, hands-on environment.

Business Law - Grades 10-12

Description: Students will learn to answer many of the legal questions that confront us now and in the future. Questions include:

Do I need a separate auto insurance policy than my parents?

What are a minor's rights under contract?

What are my rights if I am arrested?

Can the school search my locker?

This course is recommended for those planning a career in law, accounting, criminal justice, or business.

Dynamics of Communication - Grades 11 and 12

Description: In this course you will gain expertise in areas of listening skills, speaking skills, reading skills, writing non verbal communication and body language, note-taking

skills, telephone skills, and communication technology. Study will include how communication skills are used for both business and personal use in our global society. Career information and how communication skills are used in various occupations will also be included.

e-Commerce - Grades 10-12

Description: Students will learn how to create, operate and manage an Internet based business. Students will be responsible for collecting, preparing and entering the data into the website, and will conduct online auctions, design banner ads, maintain information regarding sports, music drama, school club activities and numerous more activities on the school's Scoresup website. Students are taught the Web's history, its impact on society, and up-to-date techniques for creating revenue generating Websites. Also covered is the importance of security, privacy, and social responsibility for successful e-Commerce.

Entrepreneurship - Grades 10-12

Description: Students will learn about entrepreneurship and small business management as well as evaluate potential to become a success in business. Throughout the year, students will develop a business plan relating to their “dream business.” Concepts such as feasibility analysis and business planning, market analysis, pricing and promotional strategies, financial management and growing your business will be covered.

Models of OPAL Programming

General Exploratory Enrichment:	Elementary	Middle School	High School
Enrichment Clusters:	Elementary	Middle School	High School
Curriculum Compacting:		Middle School	High School
Advanced Placement:			High School
Pull-out: Within and Across Grade	Elementary	Middle School	
Subject Acceleration:	Elementary	Middle School	High School
Independent Study			High School
Credit by Examination			High School

Special Enrichment Programs Contact:

Odyssey of the Mind Elementary Maria Maynard
 Math Counts Middle School Mark McCarthy
 Continental Math League Middle School Mark McCarthy
 NYS Math League Middle School Mark McCarthy
 Science Contests Elementary, Middle, High Randy Jenkins
 Spelling Bee Elementary, Middle Lee Ann Napolitano

Individual Options:

Internships: Student Teaching Lynda Castronovo
 GE Mentors for Students: Elementary Elementary Principals

Acceleration Options:

Early Admission: Elementary
 Subject Acceleration: Elementary, Middle School, High School
 Grade Acceleration: Elementary
 College Classes: High School
 Credit by Examination: High School

GLOSSARY OF TERMS

Acceleration: Faster presentation of content to more closely match the speed at which advanced students learn.

AP (advanced placement): College level courses and examinations for high school students.

Behavior checklist: A list of non-academic behaviors with a rating scale. Used by teachers, parents and other adults in order to help screen students.

Convergent thinking: Thinking which results in conventional solutions and answers.

Critical thinking skills: The higher order thinking skill of applying logic in order to reduce ambiguity and lead to understanding of complex problems or ideas,

Divergent thinking: Thinking which results in novel, unique or creative solutions or answers.

Enrichment: Deeper coverage of content often provided for advanced students.

Higher order thinking skills: Abstract reasoning, critical thinking and problem solving abilities.

Identification: The screening and selection process. Requirements to be identified as advanced vary between school districts. See program descriptions for particular criteria.

Norm: in testing, a statistical measure of central tendency.

Pull out: A part time special program that takes advanced learners out of the regular classroom for a specified amount of time

Push-in: Instruction is delivered within the whole class setting. All students are served in push in advanced instruction.

Socratic Method: Dialog and instruction to expose logic, meaning and truth. Questioning is used often in this type of instruction

Standard Age Score: A quantitative representation of cognitive ability which results from testing a sample of cognitive skills and comparing to the age of the student

Standardized test: A test taken by many students under identical conditions which allow results to be compared statistically to a standard such as a norm.

TCS2 (Test of Cognitive Skills) : An aptitude test , given in grade 3 and 6 to all students in fall, that measures intelligent quotient and compares results to other students of a similar age across the country.

SCAT (School and College Ability Test) : A standardized test, given in the spring to self-selected students, that measures performance on advanced material to students three and four grade levels higher.

RESOURCES

Superintendent of Schools:

Susan Swartz 382-1215

Joseph Kavanaugh: Director of Curriculum and Instruction 382-1218

Maria Maynard: Academic Enrichment Teacher 382-1218

Odyssey of the Mind Coordinator

Academic Heads:

Academic Head for Science: Randy Jenkins 386-4362

Academic Head for Mathematics: Mark McCarthy 386-4240

Academic Head for English: Lee Ann Napolitano 386-4351

Academic Head for Social Studies: Martin Ziac 386-4261

Dept. Head for Foreign Language: Connie Cunningham 386-4355

Director of Fine Arts: Susan Fitting 382-1208

Principals:

Glendaal Elementary: Tom Eagan 382-1202

Glen-Worden Elementary: Jim Dunham 346-0460

Lincoln Elementary: Ann Comley 386-2807

Sacandaga Elementary: John Tobiassen 382-1282

Middle School: Shari Keller 382-1263

High School: Lynda Castronovo 382-1231

Informational Websites:

1. SPACE: Scotia parents advocating for challenging education

www.worknotes.com/NY/scotia/SPACE

2. AGATE: Advocacy for gifted and talented education in New York State

www.AGATENY.com

3. Hoagies Web Page: Information for students/parents/teachers

www.hoagiesgifted.org

4. National Association for Gifted Education:

www.nagc.org

5. University of Connecticut: Pioneers in Gifted Education

Joseph Renzulli and Sally Reiss

*information regarding gifted education

www.gifted.ucon.edu

6. Just for Kids: selecting age appropriate reading material

www.just-for-kids.com/gifted

Referral Form for OPAL Study Team

Student Name: _____

(return to building main office)

Parents/Guardians _____

Date of birth _____ Age _____

Building _____ Grade _____

Classroom Teacher _____

Please circle or highlight any of the following behavioral characteristics you have noticed in the student being referred.

Characteristics of the gifted - The following characteristics are common but not universal:.

- Shows persistent intellectual curiosity.
- Has a wide range of interests; develops one or more interests to considerable depth.
- Produces superior written work or has a large vocabulary.
- Reads avidly.
- Grasps mathematical or scientific concepts readily.
- Shows creative ability or imaginative expression in the arts.
- Sustains concentration for lengthy periods on topics or activities of interest.
- Shows initiative, originality, or flexibility in thinking; considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise or an ability to communicate with adults in a mature way.
- Enjoys intellectual challenge; shows an alert and subtle sense of humor.
- Shows superior abilities to reason, generalize or problem solve.

These characteristics can lead to conflicts in the regular classroom, as the gifted child may:

- Get bored with routine tasks.
- Resist changing away from interesting topics or activities.
- Be overly critical of self and others, impatient with failure, perfectionist.
- Disagree vocally with others, argue with teachers.
- Make jokes or puns at times adults consider inappropriate.
- Be so emotionally sensitive and empathetic that adults consider it over-reaction, may get angry, or cry when things go wrong or seem unfair.
- Ignore details, turn in messy work.
- Reject authority; be non-conforming, stubborn.
- Dominate or withdraw in cooperative learning situations.

Comments: _____

_____ *Please attach any

creative/intellectual work that will help with referral.

Signature of person submitting referral Date Date received

_____ Please schedule an observation in the student's classroom.