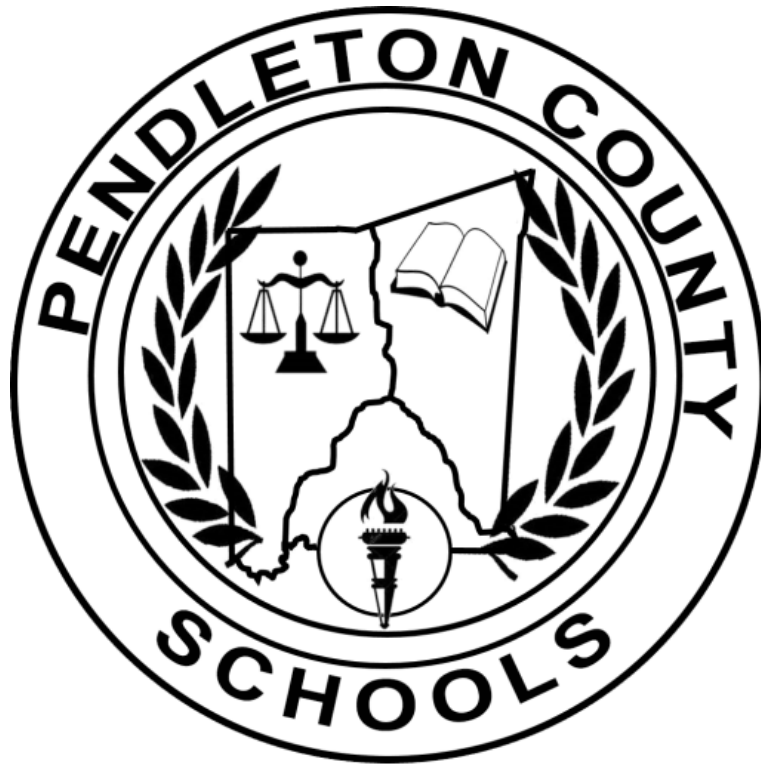


Pendleton County Schools Advanced Coursework Plan



Advanced coursework is defined as, “educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to advanced placement, International Baccalaureate, and honors courses.” Both grouping for instructional purposes and multiple service delivery options may include the following pursuant to 704 KAR 3:285 and school availability

Advanced coursework is defined as *educational programs or opportunities designed to challenge students with more rigorous content beyond the standard curriculum, including but not limited to Advanced Placement (AP), International Baccalaureate (IB), and honors courses.*

There are academic and career benefits of advanced coursework and the programs offered by Pendleton County Schools are designed to:

- Prepare students for college and career success by developing critical thinking, problem-solving, and time-management skills.
- Increase college readiness and improve performance on entrance exams.
- Provide access to college credit through AP and dual credit courses, reducing future tuition costs.
- Enhance scholarship opportunities and strengthen college applications.

In accordance with 704 KAR 3:285, schools may offer advanced coursework through various instructional groupings and service delivery options, based on availability. These may include:

- Collaborative teaching and consultation services
- Differentiated study experiences for individuals and cluster grouping for advanced learners
- Honors or accelerated classes
- Advanced Placement courses
- Dual credit opportunities
- Enrichment services that are not extracurricular during the school day
- Resource services delivered in a pull-out classroom or other appropriate instructional setting

Each school is required to develop a SBDM policy that is consistent with the district's Advanced Coursework Plan adopted by the Board in accordance with KRS 158.6453 on the recruitment and assignment of students to advanced coursework options that recognizes that all students have the right to participate in a rigorous and academically challenging curriculum. The policy also requires the school to notify all students, parents and guardians of the long-term benefits of participating in advanced coursework and the opportunities available at the school.

Advanced Coursework Offerings		
Grade 4	Language Arts	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example - Cemetery Research Project) Collaboration with teachers (Example - Choice Boards Resources)
	Math	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example - STEM Workshop) Collaboration with teachers (Example – Competitions/Contests shared with teachers)
	Science	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example - Fish & Wildlife Workshop)
	Social Studies	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example – US History Workshop)
Grade 5	Language Arts	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example - Field Trip to research at the public library) Collaboration with teachers (Example – Portrait of a Graduate presentation)
	Math	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example – Real-World Math Simulations)
	Science	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example - Fish & Wildlife Workshop)
	Social Studies	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program – students receive enrichment services during the day (Example – US History Workshop)
Grade 6	Language Arts	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example – Writing Cafe Workshop)
	Math	<ul style="list-style-type: none"> Advanced Math GATES workshops/Pull-Out Program (Example – Field Trip to Green Acres - Equine and Equations program)
	Science	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example - Fish & Wildlife Workshop) STEM class
	Social Studies	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example – US History Workshop) Collaboration with Teachers (Example – National History Day/KUNA)
Grade 7	Language Arts	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example – Mindful Poetry Moments)
	Math	<ul style="list-style-type: none"> Advanced Math Math competitions/challenges The Talent Identification Program of Kentucky (TIP-KY) offers above-level testing to assess where students are academically so educators and families can help guide students to relevant resources, appropriate enrichment programming, and other services that will challenge and encourage growth.

	Science	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program (Example – STEM workshop)
	Social Studies	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program – students receive enrichment services during the day Collaboration with Teachers (Example – National History Day/KUNA) <ul style="list-style-type: none"> Field Trip (KY Historical Society)
Grade 8	Language Arts	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program Collaboration with teachers (Example – Portrait of a Graduate presentation)
	Math	<ul style="list-style-type: none"> Subject Area Higher Grade Level Example – High School Algebra; Advanced Math <ul style="list-style-type: none"> GATES workshops/Pull-Out Program The Talent Identification Program of Kentucky (TIP-KY) offers above-level testing to assess where students are academically so educators and families can help guide students to relevant resources, appropriate enrichment programming, and other services that will challenge and encourage growth.
	Science	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program Example - Project Based Learning
	Social Studies	<ul style="list-style-type: none"> GATES workshops/Pull-Out Program – students receive enrichment services during the day Example - National History Day Example – KUNA
Grade 9	Language Arts	<ul style="list-style-type: none"> Creative Writing Poetry Out Loud Drama Performance Collaboration with Teachers (Example – National History Day/KUNA) <ul style="list-style-type: none"> Clubs/Enrichment: DECA, STLP
	Math	<ul style="list-style-type: none"> Honors Geometry Advanced Math course Clubs/Enrichment: DECA, STLP
	Science	<ul style="list-style-type: none"> Ohio River Academy Clubs/Enrichment: Ag/FFA, STLP, 4H, FCCLA
	Social Studies	<ul style="list-style-type: none"> Collaboration with Teachers (Example – National History Day/KUNA) <ul style="list-style-type: none"> AP Human Geography
Grade 10	Language Arts	<ul style="list-style-type: none"> Pre-AP English Drama Performance Poetry Out Loud Collaboration with Teachers (Example – National History Day/KUNA) Governor’s School for Entrepreneurs Governor’s School for the Arts
	Math	<ul style="list-style-type: none"> Advanced Math course

		<ul style="list-style-type: none"> • Honors Algebra II • Governor’s School for Entrepreneurs • Clubs: DECA
	Science	<ul style="list-style-type: none"> • GATES workshops/Pull-Out Program (Example - Ohio River Academy, We Work the Waterways) • Clubs/Enrichment: Ag/FFA, STLP, 4H, FCCLA
	Social Studies	<ul style="list-style-type: none"> • Kentucky United Nations Assembly (KY YMCA) competition • AP European History
Grade 11	Language Arts	<ul style="list-style-type: none"> • AP English • Collaboration with Teachers (Example – National History Day/KUNA) • Acceleration • Young Scholars Academy • Craft Academy • The Gatton Academy • Governor’s Scholars Program • Governor’s School for the Arts • Poetry Out Loud • Dual Credit • Drama Performance • Governor’s Scholars Program • Governor’s School for Entrepreneurs
	Math	<ul style="list-style-type: none"> • Honors Geometry • Honors Algebra II • Dual Credit Classes • Acceleration • Young Scholars Academy • Craft Academy • The Gatton Academy • Governor’s Scholars Program • Clubs: DECA
	Science	<ul style="list-style-type: none"> • Dual Credit Classes • Young Scholars Academy • Craft Academy • The Gatton Academy • Governor’s Scholars Program • Clubs/Enrichment: Ag/FFA, STLP, 4H, FCCLA
	Social Studies	<ul style="list-style-type: none"> • Collaboration with Teachers (Example – National History Day/KUNA) • Dual Credit Classes • Young Scholars Academy • Craft Academy • AP US History
Grade 12	Language Arts	<ul style="list-style-type: none"> • Dual Credit Eng 101/102 • Governor’s School for the Arts • Young Scholars Academy

		<ul style="list-style-type: none"> • Craft Academy • Poetry Out Loud
	Math	<ul style="list-style-type: none"> • Dual Credit Classes • Young Scholars Academy • Craft Academy • The Gatton Academy • Dual Credit Classes Math 150 College Algebra, Math 220 Statistics, AGR 140 Intro to Plants & Soil
	Science	<ul style="list-style-type: none"> • Dual Credit Classes • Young Scholars Academy • Craft Academy • The Gatton Academy • Clubs/Enrichment: Ag/FFA, STLP, 4H, FCCLA
	Social Studies	<ul style="list-style-type: none"> • Dual Credit Classes • Young Scholars Academy • Craft Academy • Collaboration with Teachers • (Example – National History Day/KUNA)

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Gifted Student Service Plan Options			
SERVICE OPTION	EXAMPLE	DEFINITION	APPLICATION
<p><u>Acceleration by Grade</u></p> <p>Acceleration occurs when students move through traditional curriculum at rates faster than typical.</p>	Grade Skipping	Student skips an entire grade level	A student in sixth grade goes to eighth grade the following school year instead of going to seventh grade.
<p><u>Acceleration by Subject</u></p> <p>Students are facilitated to move through material at a faster pace than age-peers and at a rate equal to their abilities.</p>	Curriculum Compacting	A process that: (1) pre-assesses what a student knows about material to be studied and what the student still needs to master; (2) plans for learning what is not known and excuses the student from what is known; and, (3) plans for freed-up time to be spent in enriched or accelerated study.	After a pre-assessment is administered, a learning contract is developed between the student and the teacher that identifies skills and understanding that the teacher deems important to the topic of study. (E.g. Civil War). The contract provides opportunities for student choice regarding some of what will be learned, working conditions, and how the information will be applied or expressed.
	Subject Area Acceleration	Students physically move to a higher grade level class for instruction in a content area or receive individualized or cluster group instruction at a higher grade level in their classroom.	A student is demonstrating an understanding of math concepts and skills two levels or more above grade level, so the student goes to a higher grade level or works with a small cluster group in the current grade on advanced, complex math concepts.
	Dual Credit	Most often refers to high school students taking college courses, often for college credit. May also refer to middle grade students taking high school courses and earning credit towards graduation.	A high school student enrolls in a dual credit course on-site or at a local university. A middle school student registers for a high school level math class.

<p>Advanced Placement Honors Courses</p>	<p>AP</p>	<p>Students take an AP Course, which emphasizes college-level content on the College Board curriculum and test. Students take honors courses, which are college preparatory in nature.</p>	<p>A student enrolls in AP or Honors English, math, science, and social studies courses.</p>
<p>Collaborative Teaching/ Consultation Services</p> <p>A regular classroom teacher and GT teacher work together to provide services to GT students.</p>	<p>Consultation</p>	<p>GT teacher provides classroom teacher with instructional information and/or materials to meet the needs of a GT student.</p>	<p>GT teacher and regular classroom teacher meet to discuss strategies on tiered assignments for an ongoing social studies unit on the stock market.</p>
	<p>Collaboration</p>	<p>GT teacher team teaches with the regular classroom teacher to provide instruction in a regular classroom to a group of identified gifted students.</p>	<p>GT teacher and regular classroom teacher co-present and facilitate a discussion on Edgar Allan Poe’s works, providing content depth and challenging objectives for an individual or group of GT students within a regular classroom.</p>
<p>Differentiation Individual</p> <p>Teachers make adjustments instructionally to content (what is taught), process (how it is taught), or product (how students show what they have learned) to meet the needs of individual students.</p>	<p>Tiered Assignment</p>	<p>Work is assigned on the same concepts and skills, but to different degrees of complexity.</p>	<p>In a 7th-grade language arts classroom, everyone is reading Edgar Allen Poe’s poem, “The Raven.” Some students may identify the poetic devices in the poem, while other students evaluate Poe’s personal experiences as related to “The Raven.”</p>
	<p>Leadership Opportunities</p>	<p>Opportunities to study and assume leadership roles in class, student organizations, and community activities</p>	<p>Students create activities in the classroom or in the school to help examine traits of leadership. Example: A student develops a plan to generate financial support to pay for the education of a child in India. Example: Students study the traits of effective orators and apply them to projects.</p>
	<p>Creativity Opportunities</p>	<p>Opportunities to demonstrate innovative or creative reasoning, advanced insight and imagination, and/or solving problems in unique ways</p>	<p>Students study the need to make schools more environmentally friendly (green schools) by gathering information, defining the problem, locating and appropriately using valid resources, making decisions about solutions, posing a solution, communicating the</p>

			solution to others, and assessing the solution's effectiveness.
Differentiation Cluster Group Students are placed in regular classrooms with a small group of other students who have similar readiness for the purpose of receiving differentiated instruction.	Flexible Grouping	Grouping based on the match of the task to student readiness, interest, or learning level	In math, students are grouped according to pre-assessment results, and groups change with each unit of study, i.e.,. The student is with one group for solving systems of equations and another for probability and statistics
	Cluster Grouping/ Target Classes	A group of four or more identified students are placed in a heterogeneous (mixed ability) classroom or in a specific instructional setting to receive a differentiated learning experience that matches the student's needs, interest, and ability.	Four students who are identified as gifted in science are intentionally placed in the same biology class so that they can work together on more complex science concepts.
Distance/ Online Learning Educational opportunities are offered through computer technology, satellite transmission, etc.	Online Learning	Independent work studies using online resources (classes, work assignments, internet links, etc.)	Middle School example: Students access the Khan Academy website, where the teacher has designed an independent study project that requires the student to complete assigned tasks through independent research.
Enrichment Services Differentiated activities that supplement classroom instruction	Enrichment Services During the School Day	Differentiated, academically-based activities that supplement classroom instruction and are offered during the school day.	A student participates in a field trip designed to supplement instruction in the area of gifted identification.
	Extracurricular Enrichment Opportunities	Differentiated, academically-based activities that supplement classroom instruction and are often after school	Students participate in the Academic Team or Odyssey of the Mind teams.
Independent Study Self-directed course or study of a selected topic under the supervision of a teacher	Independent Study	A self-directed study of a selected topic under the supervision of the teacher. Students research a topic of high interest and formulate and answer questions. At the end of the study, they develop and present a product.	A student chooses a topic on Pangaea. He/she researches independently and is allowed to present the information to the class in a unique way.

<p>Mentorship</p> <p>Specialized studies with an adult mentor in the community</p>	<p>Mentorship</p>	<p>Specialized studies, such as an internship, with an adult mentor in the community, and under the direction of an educator</p>	<p>A student, interested in a career as a museum curator, meets regularly with the creative director of a local museum to set up traveling museum displays, to research historical information for publication, and to gain experience with the marketing aspects of the field.</p>
<p>Pull Out Setting</p> <p>Students receive enrichment, acceleration, or other services outside of the regular classroom.</p>	<p>Resource Services</p>	<p>Part-time grouping of identified gifted and talented students based on students' interests, needs, and abilities, and designed for accelerated content, special interest groups, process skills development, or various combinations of all</p>	<p>A group of students is interested in computer programming. They meet together in a separate class with the GT teacher to develop a project that results in a product through further development of computer programming skills.</p>
<p>Seminars</p> <p>Discussion-based session on a specific topic focusing on advanced content</p>	<p>Seminars</p>	<p>Topic-specific sessions on advanced content and higher-level processing skills</p>	<p>Students meet with a local business owner to learn how to start a business.</p>
<p>Special Counseling Services</p> <p>Counseling assistance planned in coordination with the GT teacher and provided by a counselor familiar with the characteristics and social-emotional needs of GT students</p>	<p>Counseling</p>	<p>Students receive counseling services focused on the affective needs of gifted individuals</p>	<p>Student meets individually or in a small group with the counselor, and/or school psychologist to discuss perfectionism.</p>