

Proposed Gifted Activities

Activities List for the Gifted Program
Belle Vernon Area High School 2010-2011

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1.) Short Term Learning Outcome: Project A1

Architectural Design Competition

<p>Architectural Design Competition As a member of an architectural design and construction team of 2 to six individuals, ***** will provide a proportional amount of input in design and construction of a model for annual competition sponsored by the Pittsburgh History and Landmark Foundation.</p>	<p>– An architectural model is to be designed to competition specified criteria as to size, scale, application, and time allotment for completion and presentation. ***** will contribute to the completion of the project along the provided guidelines and aid in the presentation the finished model in competition. ***** will advance his/her understanding of architectural concerns, methodology, construction and team work.</p>	<p>The model's design and construction will be monitored by a faculty member advisor and finally be submitted for formal presentation and judging by designees of the Pittsburgh History and Landmark Foundation.</p>	<p>This project normally is initiated in October and concludes with formal presentation and competition in February.</p>
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Short Term Learning Outcome: Project A2

Artistic Illustration

<p>Artistic Illustration ***** will be responsible for the illustration of a children's' book. This project is a collaborative effort. As an illustrator ***** will work with the author to provide appropriate page by page illustration. Organizational, team working, as well as artistic skills will be developed during the successful completion of this project</p>	<p>***** *will provide mutually agreeable (to the author) page illustrations for a child's book.</p>	<p>The illustrations must coincide with the story, provide simple but effective visual interpretation and stimulation that compliments the story. This will be determined by the collaborative and negotiation efforts between the illustrator and the author.</p>	<p>This time involved will be variable depending on the complexity and extent of needed illustrations, but should not exceed a school year</p>
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2) Short Term Learning Outcome: Project DD

Brain Drain Competition

<p>Brain Drain competition</p>			
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3) Short Term Learning Outcome: Project A3 American Math Contest

<p>American Math Contest ***** will participate in an age sensitive proctored mathematics examination that is assessed and then rated on a national scale. This test acts as a benchmark for ***** to gauge his/her mathematical skill to motivated students on a country wide basis.</p>	<p>***** will complete a standard proctored examination</p>	<p>The test is scored off campus with official results taking several weeks to compile. However local assessment is possible for effective pedagogical feedback</p>	<p>Test date in late January or Late February</p>
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4) Short Term Learning Outcome: Project B1 Business Planning

<p>Business Planning ***** will study in an independent format the general structure of business plans. Then go on to write a business plan for a specific venture that is of keen interest to *****.</p>	<p>***** will present evidence of study business planning materials and through the course of study produce a business plan for a specific real enterprise.</p>	<p>***** will log hours of study. Guidance will be through gifted support and final product will be due before the conclusion of the competition.</p>	<p>This project will continue throughout the school year, ending with the presentation at competition.</p>
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5) Short Term Learning Outcome: Project C1 Calcu-solve

<p>Calcu-solve ***** will be asked to solve mathematical problems of varying degree of difficulty. ***** will experience both individual and group problems in a competition structured event. The intended outcome is for ***** to display gained knowledge and insight to the solving of mathematical problems.</p>	<p>***** will be expected to answer mathematical problems within a specified time limit with the highest degree of accuracy possible.</p>	<p>***** will be assessed at the end of each round through the awarding of points for correct answers</p>	<p>The competition is a single day. Preparation is an ongoing program facilitated through regular class participation in math and science classes.</p>
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Short Term Learning Outcome: Project C2 Course Substitution

- Objective Criteria –
- Assessment Procedures 2 pts
- Timelines –

Constructed with cooperation of the administration and course instructor

6) Short Term Learning Outcome: Projects Eq8

Equate Competition

<p>Equate Competition As a member of a team, ***** will participate in preparation for and participation in a competition based on the board game Equate. Equate is a mathematics game that is set up in a Scrabble format using mathematical symbols and numbers. It will use the extended play pieces that include advanced mathematical functions.</p>	<p>Teams will compete for greatest scores. The learning objective is to recognize and synthesizes <i>mathematically correct statements in a structured and competitive situation. Timely response is of utmost importance.</i></p>	<p>The gifted support teacher will be responsible for practice and team management. The competition format itself invites immediate evaluation of each round.</p>	<p>This competition is expected to be held in the last quarter of 2008-2009 school year</p>
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7) Short Term Learning Outcome: Project D1

Drama/Musical

<p>Drama/Musical ***** will pursue auditions for the school musical and dramatic productions with the intent of obtaining and developing a role in the production.</p>	<p>***** will rehearse, audition, and upon the event of securing a part in a dramatic and/or musical production will develop that part to fruition in the final presentation of the role.</p>	<p>Assessment of and the direction of the tasks to be accomplished will be at the discretion of the director/producer of the production. For the purposes of the gifted program ***** will maintain a verified log of rehearsal and production performances by date/ time involvement and description of activities.</p>	<p>The time line will be represented by the schedule of the involved productions and will include a fall and early spring events.</p>
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8) Short Term Learning Outcome: Project E1

Engineer's Day Chain Reaction Contraption Contest

<p>Engineer's Day Chain Reaction Contraption Contest As a member of a of an engineering design team ***** will provide design and construction input to the construction of a machine designed to meet specific criteria for competition sponsored by the Carnegie Science Center's Chain Reaction Contraption Contest. ***** will advance his/her understanding of engineering concerns, methodology, construction team work, and mandatory progress reports to the sponsors will be made on schedule.</p>	<p>A machine is to be designed and constructed to the design criteria of the sponsors and be presented for demonstration in competition.</p>	<p>The machine will be monitored in its construction by a faculty member advisor and finally be submitted for formal presentation and judging by designees of The Carnegie Science Center and Westinghouse Corporation sponsors. Judging</p>	<p>This project is begun in September and concludes in December with the presentation of the working machine in competition. Winners go on to display their machine in December at the Engineer's Week display.</p>
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		criteria are: function, theme, structure, meeting of design limitations, and presentation.	
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9. Short term Learning Outcome: Project E2

Einstein Minds 10-12

Einstein Minds grades 10-12 An offering of the Westmoreland County gifted Coalition provides a single non-preparatory event where ***** participates in two events, individual and team of 3, responding to spatial reasoning, logic, memory, and analogy problems.	Answer questions accurately on the one hour individual sessions and take an active role in the team's 2 hour logic problem solving process.	Individual contest will be on best points garnered. The team contest will be scored on percentage of the problem completed. Judging will be completed by the end of the event.	A single day event to take place usually in early October.
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10) Short Term Learning Outcome: Project H1

History Day Competition

History Day Competition As an individual contributor or as member of a team, ***** will choose one of several categories of competition to demonstrate a theme chosen by the Nation History Day organization in an annual competition and exposition sponsored locally by the Pittsburgh History Foundation. ***** will advance knowledge of historical significance gain appreciation as to how the events of the past have led to conditions of understanding through to today.	***** will, depending on category of competition, be constructing a writing or display that demonstrates the theme of competition (chosen annually). It will be judged on accuracy, presentation	*****'s product will be judged on presentation, accuracy, and how well the theme is conveyed by judges provided by the sponsor.	This project is begun in October and concludes usually in late march with the presentation of *****'s work.
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11) Short Term Learning Outcome: Project H2

Health Quest

Health Quest As a member of a team, ***** will participate in various formats of team competitions on health related topics. These topics are described annually by the sponsor of the competition, Mon Valley Hospital, Inc. ***** will have the opportunity to study sponsor related information and do independent study in preparation for the competition.	Health Quest is a Mon Valley Hospital sponsored academic team competition on selected health related topics that focus on teen issues. The criterion is ideally to answer correctly as many questions as possible in the timeliest fashion.	Immediate feedback from completed answer forms.	single event in late April with prep time before hand to study Competition topics
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12) Short Term Learning Outcome: Project I1

Invention Convention

<p>Invention Convention As a member of the invention team, ***** will provide a proportional amount to input into inventing and construction a model for competition in the annual Invention Convention Competition sponsored by the Pennsylvania Inventors Association.</p>	<p>The inventors must have a working model, or well-constructed facsimile, an eye-catching visual display and a well-worded description of the invention. ***** will contribute to the completion of the project and will advance his/her understanding of invention, construction and team work.</p>	<p>The model's construction and design will be monitored by a faculty advisor and submitted for formal presentation and judging by designees of the Pennsylvania Inventors' Association.</p>	<p>This project normally is initiated in September and concludes with formal presentation in December.</p>
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13) Short Term Learning Outcome: Project FF

Film Festival-Carnegie

<p>Carnegie Science Center Film Festival ***** and team will be responsible for filming and editing a video following the guideline provided by the Carnegie Science Center.</p>	<p>***** will work with the team to produce, and edit a video or film on the theme given by C A U S E Challenge High School Film Festival.</p>	<p>Assessment will be provided by the Carnegie Science Center's Regional SciTech Initiative and Pittsburgh Filmmakers.</p>	<p>Competition will begin with a theme given in the fall with film submission by March.</p>
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14) Short Term Learning Outcome: Project cp

Computer Programming

<p>Computer Programming ***** will participate in a programming competition with at most one other student. The program to be written will be described, monitored and judged by the host school.</p>	<p>***** will write a program using Visual Basic, C++, or Java language and submit the program for judging following guidelines set up by the host school.</p>	<p>Assessment will be determined by the programs ability to run correctly and the most efficiently according to the project instructions.</p>	<p>The project will begin in September and end with submission in December.</p>
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Short Term Learning Outcome: Project I3

Independent Course of Study

<p>Independent Course of Study ***** will be responsible for completing the entire course, (NAME OF THE COURSE), of study as described in the most recent BVA Course Selection Book. <u>This will be with the cooperation of guidance and the teacher who teaches the course.</u></p>	<p>***** will complete the <u>(NAME OF THE COURSE)</u> course of study. Progress will entail completing the entire course syllabus at a superior level of knowledge retention.</p>	<p>Assessment will be at the discretion of the teacher of the course and the parameters of the syllabus for the course of study</p>	<p>This will of necessity begin at the beginning of the school year sand continue to the end of the school year. In the case of a Semester course the time required will be one semester.</p>
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15) Short Term Learning Outcome: Project J1 JETS/TEAM+S

<p>Jets/team+S As a member of a team, ***** will participate in preparation for and the taking of the national TEAM+S test, a national competition sponsored by the Junior Engineers Technical Society. ***** will be using mathematics, physics, chemistry, engineering disciplines, and team resource management to solve a battery of engineering problems that engineering students would experience in their first year of collegiate engineering study. An enhanced knowledge of problem solving from multiple approaches is fostered in this competition.</p>	<p>A maximized score on the team assessment is the team objective.</p>	<p>The Assessment is the final evaluation of the team test. The test is in two 90 minute team problem solving sessions with the first session focusing on objective numeric/calculated solutions to a set of problems about the advertised scenarios. The second session focuses on expressing understanding and rationale for a solution approach to the problem scenarios. The tests are taken at a sponsoring facility (Penn State University, the Eberly Campus) where they are evaluated and scored within two weeks.</p>	<p>The project preparation is ongoing. Problem scenarios are advertised early in the school year so ***** can address the disciplines the problem will entail. The test is given in late February through early March on a nation scale with Division winners progressing to state and national tests.</p>
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16) Short Term Learning Outcome: Projects DD Duo Drama

<p>Duo Drama member of a team, ***** will participate by preparing with an additional team mate a written script and perform a dramatization based on that script. The exact details of the topic and duration and use of costumes/props will be as per the administration of the competition and will be announced at the onset of preparation.</p>	<p>***** will perform a rehearsed and previously specified live performance according to the criteria set up for competition.</p>	<p>Teams will compete for greatest scores. And will be judged on but not limited to: originality, elements of performance, composition and use of voice.</p>	<p>This competition is expected to be held in the second semester. Preparation for the competition is ongoing throughout the year.</p>
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Short Term Learning Outcome: Project L1 Spanish Language Competition

<p>Spanish Language Competition ***** will compete in the Spanish Language Competition as a participant entered from BVA HS Spanish class.</p>	<p>***** will demonstrate superior attainment and retention in the area of the Spanish language.</p>	<p>Assessment Procedures – A Spanish teacher is responsible for ongoing preparation of the team. The quiz bowl format itself invites immediate</p>	<p>This endeavor is ongoing and culminates in a main competition in April. Participation depends on any changes in competition</p>
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		evaluation for individual questions with team stance at the conclusion of each round. The winners having answered the most questions successfully at any level considered.	structure and prerequisites. ***** will participate if the school Spanish class provides the venue.
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17) Short Term Learning Outcome: Project M1

Mock Trial

Mock Trial As a member of a team, ***** will participate in the presentation of defense, plaintiff or prosecution (depending on the nature of the annual national project design) in a mock trial setting. *****, as an attorney or witness, will have ample opportunity to develop strategies, listening and argumentative skills, verbal and non-verbal communication skills and gain insight to the workings of the legal system in a keen competitive atmosphere.	***** will act out their preparation of a case as an actor in the drama of a court room trial with an unfamiliar opponent or, play a supporting role for the presenting team via research or facilitating activities. Both sides of the trial are demonstrated in separate competitions. Representation on the team will require compliance with all time requirements of competition team members.	The court room has many criteria for judging the case presentation, from the final victory in the award to individual scoring on verbal and physical presentation, argument merit, strategy employed, and knowledge of the law provided by experienced members of the Westmoreland Bar Association who sit as jurors and judges. ***** will be guided by an attorney advisor in the preparation of the case and facilitated in the preparation process by a teacher coach.	This project is begun in October and concludes usually in February. Winning competitors are scored against each other for further competition at the state and again at the national levels which conclude late in the school year. Preparation will begin as soon as team members are assembled for an upcoming competition—as early as April prior to October release of competition case materials.
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18) Short Term Learning Outcome: Project M2:

Media-casting

Media Casting ***** will join a podcasting crew that will assemble and publish a school oriented informational podcast within the guidelines of the cooperating teacher and the administration. Emphasis will be on teamwork, information gathering, and performance in the production of a quality product that will be a community asset. (Availability of this in this activity will depend on sufficient numbers of students electing to participate.)	Assume one or more rolls of the podcast crew and perform task(s) in a way that demonstrates aggressive pursuit of excellence	Guidance along the assembly process will be at the review of the sponsoring teacher. The final product's overall acceptance and technical quality will be assessed by the	This project proper is begun in September and will continue throughout the school year.
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		audience.	
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19.) Short Term Learning Outcome: Project M3

Pi-Day Competition

<p>Pi-Competition An annual mathematics competition sponsored by Penn State – Fayette, the Pi-Day competition is for students in grades 9 and 10. Schools can send up to three teams of 6 students each to spend an hour facing 20 math application problems.</p>	<p>Designed to introduce ***** to practical mathematical applications, ***** will have the opportunity to approach skill appropriate mathematical applications, but be exposed to the necessity of teamwork to accomplish the goal due to the nature of the number and inter-relations of the problems presented.</p>	<p>Competition answers are tabulated shortly after completion of questions, with standings and award presented shortly thereafter.</p>	<p>Early to mid-March a single day of competition that starts about 9 AM and be done by noon.</p>
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20) Short Term Learning Outcome: Project O1

Olympic of the Arts-Piano Competition

<p>Piano Competition ***** will prepare and compete in a piano recital hosted by the Westmoreland Gifted Coalition.</p>	<p>The Piano Competition is designed to give ***** the opportunity to demonstrate ability in the area of music.</p>	<p>The competition will be judged by the host from the Westmoreland Gifted Coalition and appropriate judges.</p>	<p>Preparation is on going with the competition usually scheduled in the spring.</p>
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Short Term Learning Outcome:

Olympic of the Arts –creative writing

<p>Olympic of the Arts-Creative Writing *****s production of an original writing will go toward enhancing the ability of ***** to 1) write to a specific task, 2) adhere to restricting criteria, 3) promote expression and effective use of language for the communication of ideas 4) amplify the necessity for research and accuracy in writing.</p>	<p>***** is to produce a well composed original writing within the criteria of the competition and submit it on time. The competition criteria can be several considerations such as but not limited to person, length, and theme.</p>	<p>***** is to produce a well composed original writing within the criteria of the competition and submit it on time. The competition criteria can be several considerations such as but not limited to person, length, and theme.</p>	<p>The time line is usually involves a two or three consecutive months within the school year. The months involved vary from year to year depending on the sponsoring school.</p>
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21) Short Term Learning Outcome: Project O2

Olympic of the Arts –Dance/Voice

<p>Olympic of the Arts –Dance/Voice ***** is encouraged to showcase a well prepared dance or vocal piece of their choosing. The performer hones his discipline to demonstrate a growth in artistic depth, interpretation and performance. Additionally ***** can show development of technique and artistic expression to provide aesthetically pleasing and technically appealing performances.</p>	<p>***** will perform a rehearsed and previously specified live performance within a grade and performance type category.</p>	<p>The several judges provided by the sponsoring school of the Westmoreland County Gifted Coalition will provide individual evaluations for each performance. The combined scores will be compared to rank the competing individuals.</p>	<p>The several judges provided by the sponsoring school of the Westmoreland County Gifted Coalition will provide individual evaluations for each performance. The combined scores will be compared to rank the competing individuals.</p>
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22) Short Term Learning Outcome: Project P3

Olympic of the Arts-video

<p>Olympic of the Arts-video production This creative video project encourages ***** to act as a one person (or in a small team) writer, producer, cinematographer (possible editor) on a specified competition theme. The challenge of producing a meaningful short video promotes creativity, ingenuity, precision, storytelling, and efficiency.</p>	<p>***** will produce a video on a chosen topic from the official competition list.</p>	<p>The project once undertaken will be up to ***** (or team) to write, storyboard, film, and provide a final, short video.</p>	<p>The completion begins in the fall with submission usually in early spring provided by the Westmoreland Gifted Coalition.</p>
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23. Short Term Learning Outcome: Project P1

Still Photography

<p>Still Photography Contest ***** will be responsible for creating a photographic image that expresses a category's criteria. These criteria will be the basis of a display and competition. ***** will have the opportunity to enhance his photographic technique artistic skills as a form of expression and communication.</p>	<p>Take original photograph(s) specifically for the competition and its criteria and submit them in a timely fashion.</p>	<p>***** will be guided in technique by knowledgeable person in a manner that is instructive.***** will have to develop applying various rules of visual expression and combine them with photographic technique to self-evaluate each frame. ***** will choose a best exposure to submit for judging in the categories he chooses. The sponsoring school of the Westmoreland County Gifted Coalition will provide qualified judges to rank</p>	<p>The time line can vary. The submission date for photographs is typically in February with the seminar and display to follow afterward.</p>
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		submissions...the display of submissions and ranking will be revealed in a photography seminar sponsored by the facilitating school.	
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24) Short term outcome: Project PB

Pasta Bridge Competition

Pasta Bridge Competition			
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25) Short term outcome: Project P3

Peer Tutoring

***** will act as a peer tutor on an as needed basis facilitated through gifted support. Subject taught is dependent on subject proficiency and need.

- **Objective criteria:** ***** will encounter rudimentary pedagogical situations and in so will gain insight and understanding of the topics he tutors as well as sharpening his communication skills.
- **Assessment Procedures:** ***** will keep a log of students, topics and time spent with each along with his student's evaluation of the experience.

Hours logged

- **Timelines:** Tutoring will continue on an as-needed basis over the entire school year. Need being determined by the guidance department. There is no guarantee of peer to peer assignments.

26, 27, 28) Short Term Learning Outcome: Projects Q1, Q2, Q3

Academic League--Quiz Bowl

Academic League-Quiz Bowl As a member of a team, ***** will participate in preparation for and participation in an academic quiz Bowl competition. Here *****'s preparation and participation in competition will afforded an opportunity to widen his knowledge in a broad range of academic categories as well as engage in competitive strategies and team resource utilization.	This activity requires answering as many questions as possible in the shortest time frame. Quiz bowl requires a broad knowledge of the question base, specific areas of academic discipline and adequate preparation of a well rounded team.	The academic league coach is responsible for ongoing preparation of the team. The quiz bowl format itself invites immediate evaluation for individual questions with team stance at the conclusion of each round. The typical academic league holds several rounds on separate dates or multiple rounds in a tournaments setting. Standings are calculated at the end of a specific set of rounds. The winners having	This varies depending on the academic league involved, but typically begins in October and progress through March. There are invitational tournaments that take place throughout the academic year.
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		answered the most questions successfully at any level considered.	
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29.) Short Term Learning Outcome: R1

English Festival

<p>Guided Reading-English Fest *****s guided reading will enhance his/her exposure to recognized works and the ideas they hold. A broadening of perspective is a central goal to exploring important written works.</p>	<p>– ***** will read and prepare talking points on a set of books chosen by the English Fest. The rate of reading should be sufficient to complete the set before the contest date in the spring</p>	<p>***** will compete in the English Fest at Duquesne University.</p>	<p>This project can take a long as a full school year.</p>
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30) Short term Learning Outcome: Project S1

Science Olympiad

<p>Science Olympiad ***** will become one of 15 students who will choose from 1 to 4 categories from among 23 science oriented categories in which to compete—often paired with another student from the team. For knowledge of the categories of competition. ***** will prepare in the category...enhancing knowledge and comprehension in that discipline or using acquired knowledge to prepare an exhibit or competitive project. Gains in problem solving skills in a team nature are stressed in this competition.</p>	<p>*****, having chosen a project objective, will prepare by completing a required project and completing appropriate research to apply materials and techniques as required by the chosen project and design specifications.</p>	<p>Each session is typically administered by a college professor from the sponsoring University (California State). Judging is for the individual provided by the end of each session (typically about 40 to 50 minutes) and for the team structure two weeks after the event. Projects in preparation for the competition are guided and fostered by an advising teacher from the school(BVA)</p>	<p>Preparation is ongoing with choices for the competition categories beginning early in November. The competition is in late March. There is the possibility of individuals moving on to the state and national Science Olympiad events.</p>
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31) Short term Outcome: Project UN

United Nations Debate-Duquesne

UN Debate			
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Short Term Learning Outcome: Project W1

Writing a Children's Book

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<p>Writing a Children's Book The satisfaction of teaching and entertaining a small child simultaneously is a life sustaining act. The project of writing an effective children's book is a difficult task of storytelling, illustration, color usage, language skills and imagination. All of these skills are needed and enhanced each time a new work is produced.</p>	<p>***** will produce a complete child's book.</p>	<p>This project will be guided in its various stages through to competition by a teacher coach who will provide reference, advice, and needed coordination of efforts as required. The final product will be used in the BVAHS pre-school where the ultimate assessment will be made by those who will be the end users, children.</p>	<p>This is an on- going project and will progress throughout the school year.</p>
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32.) Short Term Learning Outcome: Project W2

Creative Writing

<p>Creative Writing ***** will write original works in several categories. These writings will help ***** develop research, communication, and organizational skills, as well as style, and expression and writing to a purpose.</p>	<p>***** will write nine (9) compositions in the following genres: news paper reporting, a philosophical essay, a book synopsis, short story (mystery), a compare and contrast essay, technical manual, letter of complaint/praise to a local politician (to be forwarded), a narrative in the third person, and finally a poem.</p>	<p>***** will provide first and second drafts to a teacher coach, before following up with final presentation copy.</p>	<p>The project can occupy as much as a full school year.</p>
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33.) Short Term Learning Outcome: project CS Course Substitution

a) Family Living substitution:

<p>Family Living Substitution ***** will substitute a core course of study in lieu of the Belle Vernon Area High School required Family Living course and successfully demonstrate mastery of the substituted course content.</p>	<p>***** will substitute a core course of study in lieu of the Belle Vernon Area High School required Family Living course and successfully demonstrate mastery of the substituted course content.</p>	<p>Assessment will as per the course syllabus and the discretion of the teacher of the course.</p>	<p>The class will be but not limited to a semester course.</p>
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b) Keyboarding substitution:

<p>Keyboarding substitution ***** will substitute a core course of study in lieu of the Keyboarding class that is a requirement for graduation.</p>	<p>***** will complete the course of study performing at a superior level of achievement and retention.</p>	<p>Assessment will be determined by the subject area teacher.</p>	<p>The class will be a full year course or a combination of courses to equal one full credit.</p>
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c) Word Processing Substitution:

<p>Word Processing Substitution ***** will substitute a core course of study in lieu of the Word Processing class that is a requirement for graduation.</p>	<p>***** will complete the course of study performing at a superior level of achievement and retention.</p>	<p>Assessment will be determined by the subject area teacher.</p>	<p>The class will be a full year course or a combination of courses to equal one full credit.</p>
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34) Short Term Learning Outcome: Y1

Young Voice—Writing A Newspaper Article

<p>Young Voice-Newspaper Article This opportunity is provided by the Valley Independent newspaper by offering teen writers a venue to compete for publication of timely, well written articles of high interest to teens and young adults. This activity helps aspiring writers to be creative, to hone research skills, to be effective written communicators in a limited amount of space, and foremost allows ***** to accomplish community involvement.</p>	<p>Submission of article(s) to the Valley Independent Newspaper for a specific publication deadline.</p>	<p>The articles will be assessed by the newspaper's assigned editor who will make all decisions as to which articles submitted will be published. Articles can be submitted by students at large from several school districts, so there is competition for a limited amount of space. ***** may work on his own or work with an advisor/teacher for</p>	<p>This activity requires varying amounts of time and the opportunity exist on an every other month basis throughout the school year. ***** will participate if the Valley Independent provides the venue. Otherwise, an alternative publishing outlet will be sought, but not guaranteed.</p>
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		any article. For compliance with *****'s GIEP, ***** must submit all articles to the gifted teacher as well when articles are submitted to the newspaper.	
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35) Short Term Learning outcome: Project c3 Chess Tournament

Chess Tournament ***** will prepare for and participate in a competition of chess matches sponsored by the Westmoreland County Gifted Coalition.	***** will compete in a tournament style chess competition.	***** will be assessed by his/her placement in competition in the chess tournament judged by the sponsoring school.	Length of the tournament and any preparation time.
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