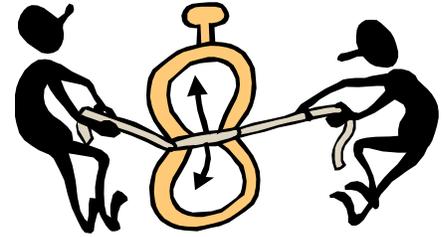


# Curriculum Compacting & Independent Study/Project



Compacting is a strategy designed to streamline the amount of time the student spends on the regular curriculum. This strategy allows students to demonstrate what they know, to do assignments in those areas where work is needed, and then to be freed to work on other curricular areas.

(Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students (Reis, Burns, & Renzulli, 1992))



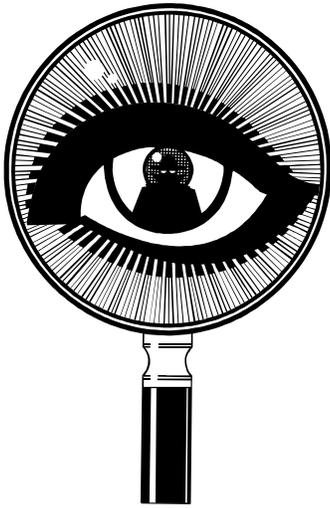
Students who wish to substitute an independent study project for regular science class work will need to make arrangements to take an end-of-unit test by the fifth day of any fifteen-day unit and achieve a minimum score of 80%. This score will not affect the student's grade; it serves only as a "ticket" out of the regular class requirements so that the student gains time during the school day to work on a independent study project. It is the scope and quality of this independent project which will determine his/her grade for that unit/marking period.

While curriculum compacting and independent study will be offered to all students, it is most often selected by above-average, creative, and self-motivated students who wish to avoid repetition of previously mastered work and who want to "buy" time to work on a more appropriately challenging project of their choice.



The project list on the next page includes projects students have accomplished in the past, as well as new project ideas that the science teachers are encouraging students to pursue because the finished projects could be used to help other students prepare for the S.T.E.E. (Science, Technology, Environment, & Ecology) PSSA science test.

A written contract for the independent project with signatures from the student, parents and teacher(s) must be turned in by the 6<sup>th</sup> day of a 15 day cycle.



## Independent Study Project Ideas

1. Science Fair Investigation- Collect measurable data to test a hypothesis. See your science teacher for a science fair information packet.
2. C.S.I.- Curriculum Site Investigation- Similar to a web quest, you will evaluate a science web site for use as a source for questions you write that prepare students for the S.T.E.E. test. See your teacher for a C.S.I. packet.
3. An in-character presentation: Research the life of a scientist and present a speech in character.
4. Create a video or Power Point that teaches one or more S.T.E.E. concepts.
5. Create an information bulletin board on one or more S.T.E.E. topics.
6. Write a report on a S.T.E.E. topic and use it as the as the source for a bubblegram.
7. Write a story that incorporates concepts from the S.T.E.E. assessment anchors.
8. Create a game on a S.T.E.E. topic.
9. Musical Parody: Write new lyrics to several songs using science vocabulary.
10. Write and direct a play/skit using science information and invite other students to perform it.
11. Create a model that illustrates a science concept or make a working example of a concept such as a solar camp stove.
12. Write a multi- page comic book or a series of cartoons that illustrate science concepts.
13. Do science related surveys in several classes and graph the results.
14. Create a science lesson plan for your teachers or for the teachers in other grades or for yourself and present it to the class.
15. Create an ABC book for a science topic.
16. Create a science pop-up book, or a flip book.
17. Compare and contrast the information on two web sties on the same topic using a Venn diagram or other graphic organizer.
18. Student idea- discuss with your teacher.



# Independent Study Project Contract

1. Student name (printed) \_\_\_\_\_
2. Date tested out of unit: \_\_\_\_\_ Teacher initials \_\_\_\_\_
3. Project deadline: \_\_\_\_\_ (NOTE: A report card grade is generated every 15 days in science and social studies. This deadline cannot be extended!)
4. Project topic: \_\_\_\_\_
5. What questions are you investigating?
  
6. What resources will you use to investigate? (people, materials, facilities)
  
7. Since your report card grade will be based on an evaluation of this project instead of on the class work and homework of the unit you are missing:
  - a.) provide a description of your end product:
  
  
  - b) note in what ways the project and/or product are equivalent to or exceed in scope and difficulty the expectations of the regular curriculum.
  
8. What kind of daily log will you be maintaining to show that you stayed on task ?

9. What are your daily goals for the project?

| Day | Goal | The degree to which you completed your goal |
|-----|------|---|
| 1   |      |   |
| 2   |      |   |
| 3   |      |   |
| 4   |      |   |
| 5   |      |   |
| 6   |      |   |
| 7   |      |   |
| 8   |      |   |
| 9   |      |   |
| 10  |      |   |
| 11  |      |   |
| 12  |      |   |
| 13  |      |   |
| 14  |      |   |

10. What arrangements have you made for meeting with your teacher (at least every other day) for progress checks on your work? Before school? After school? During class?

11. Student signature \_\_\_\_\_

12. Parent signature \_\_\_\_\_

13. Teacher Signature: \_\_\_\_\_

