

GOVERNOR'S HONORS PROGRAM 2013

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Notable Changes in the GHP 2013 Description & Criteria

The selection process has been changed for both AgriScience/Biotechnology and AgriScience/Environmental Science. Please see pp. 33 and 36, respectively.

AgriScience nominees no longer submit portfolios, photos, resumes, or research proposals to the GHP office.

NOTE: “Student application” in this document refers to the *Part 1: Student & Parent/Guardian* portion of the **2013 GHP Student Nomination Form**. Students are nominated by their school systems; there is no direct application to the program.

COMMUNICATIVE ARTS

The GHP Communicative Arts department offers an intense exploration of the various components comprising the communicative arts. Specific content may vary from year to year, but the general areas include English language studies, genre and thematic literary studies, mass media/video/journalism, critical theory, creative writing, speech, critical thinking, and the aesthetics of the communicative arts.

A Communicative Arts student takes two Communicative Arts courses each week. There are sometimes department-wide projects on Saturday mornings.

Topics of study have included:

- the extended analysis of non-traditional school literature
- the study of the aspects of the English language such as linguistics
- the composition and performance of literary works such as poems
- the study of post-structural critical theories and their application in the reading of a variety of texts
- the examination of popular culture and the nature of media and media literacy
- the study of literary ideologies such as modernism and postmodernism
- the study of the archetypal nature of literature and the relationship of that literature to life
- film studies
- the interdisciplinary nature of literature and art
- the extended analysis of specific genre fiction such as dystopic fiction, science fiction, Southern literature, etc.
- the study of the impact of race, class, and gender on literature and life
- the study of modes of performance such as story-telling, readers' theatre, and dramatic interpretation

Students experience a variety of teaching methods, read a wide variety of new literature, expand their literary vocabulary, examine literature in light of critical theory, expand their knowledge of the English language and its many variations, greatly add to their repertoire of communication skills, and consider the beauty of the language and its applications.

GENERAL INFORMATION

Communicative Arts is not restricted to a single academic discipline, e.g., English; rather, it integrates several academic disciplines: composition, literature, journalism, drama, speaking/listening and mass communications. The Communicative Arts curriculum for the Governor's Honors Program emphasizes the development of communication fluency and helps the students attain the following goals:

- develop the ability to learn within an independent framework;
- enhance fundamental communication skills;
- read, interpret, and criticize literature touching on the various themes of communication;
- compose in a variety of modes, while gaining or sharpening skills in conducting research and in developing a mature and individual writing voice
- attain personal fulfillment in the pursuit of a higher quality of life for the individual.

Communicative Arts provides a program intended for those who *(a)* seek to develop their unique potential to function in a modern society through highly developed communication skills, and/or *(b)* wish to pursue advanced studies or a career in areas of communication.

For success in the selection for the Governor's Honors Program, students should consider:

- their reasons for wanting to participate
- their individual values and life goals

- their previous educational experience in Communicative Arts (English classes, journals, yearbook, writing, filmmaking, media production, and related fields)
- their enthusiasm for pursuing independent study
- their ability to work well in a wide variety of learning situations (independent; small groups; large groups)
- their ability to function effectively in formal interviews
- their ability to respond honestly and effectively in writing on an assigned topic

An ideal GHP Communicative Arts student:

- synthesizes texts and information: links themes/motifs from text to text; responds to texts maturely, exploring the *hows* and *whys* of texts; makes connections between written texts and visual texts (such as movies and art);
- approaches words/language with playfulness and experimentation;
- demonstrates an intensity and passion about literature—writing and reading;
- thrives in a discussion-oriented environment; pursues ideas and questions; listens well and builds on others’ comments; is an active participant in discussion;
- resists closure in literary analysis and discussion; follows threads of possibilities rather than searching for the “one right answer” (usually what the teacher wants to hear); this is an important quality of the “ideal” communicative arts student in that he or she may be thinking over the teacher’s head at some time;
- explores beyond classroom/teacher expectations in research, independent writing projects, and unassigned reading;
- demonstrates a quick wit or wry sense of humor; uses clever and creative methods of entertaining self and others;
- follows leads begun in the classroom (topics, authors, genres, etc.) and/or seeks literary experiences unrelated to classroom assignments (starts a film club, attends poetry readings, explores literary journals, takes on college reading lists); enthusiastic about learning;
- exhibits a willingness to read material that challenges preconceptions and beliefs; willing to engage literature that is different and disturbing.

Nominees will complete a 45-minute writing sample at the time of the selection process based on a provided literary/media sample. **FURTHER EVIDENCE OF ORIGINAL STUDENT LITERARY WORK (e.g., essays, literary compositions, awards, etc.) IS UNNECESSARY, UNDESIRABLE, AND WILL NOT BE CONSIDERED.**

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF COMMUNICATIVE ARTS:

CRITERIA

EVIDENCE/DOCUMENTATION

The student must exhibit:

A positive commitment to learning, an enthusiastic interest in the Governor’s Honors Program, and a definite desire to study in Communicative Arts (i.e., the area of communication should be the student’s first choice)

Student application
Student interview
Teacher recommendation

The ability to respond critically to literature and media

Student interview
Teacher recommendation
Writing sample

The self-discipline to pursue, sustain and complete independent learning with a minimum of supervision and a maximum of self-motivation

Student application
Student interview
Teacher recommendation

A high academic ability as evidenced by test scores and class performance	Student transcript Testing record Teacher recommendation
The ability to listen actively and critically, to speak effectively and to verbalize thoughts, ideas and feelings	Student interview Teacher recommendation
The ability to organize thoughts in a logical manner and to communicate these thoughts through written expression. This expression would include supporting facts, ideas and opinions	Writing sample Student application Teacher recommendation
An effective vocabulary and a high level of reading proficiency	Student interview Student transcript Teacher recommendation Testing record Writing sample
An awareness of the use and abuse of language	Student application Student interview
The ability to recognize the influences of media and an interest in media for the expression of ideas, opinions and feelings	Student interview

LANGUAGES

(FRENCH, GERMAN, LATIN AND SPANISH)

The languages department of the Governor's Honors Program provides four hours of a daily immersion program in which students experience different aspects of the culture of the target language. The emphasis of the modern languages (French, German, and Spanish) is to develop further proficiency in all language skills, whereas the Latin program stresses writing and comprehension skills in addition to an exploration of the cultural aspects of the Latin –speaking world, from the ancient Roman Empire to the Middle Ages.

Student activities include communication from the most informal to the most formal in the modern languages. The Latin students examine the practical aspects of Latin today and often use texts to develop skills. All language students present topics of discussion for interaction with other students.

All language students will have developed, at the end of the four weeks, a much higher degree of confidence, an increased fluency in their language of study, and will have become much better equipped to function independently in any situation which involves speaking the target language. Through exposure to the peoples of the countries studied, the students will gain a much better understanding of other cultures as well as their own.

GENERAL INFORMATION

Activities in the language component of the Governor's Honors Program are designed to provide students with instructional experiences which differ significantly from those offered in a regular high school program and which empower the student as a lifelong learner. Emphasis is placed on creativity and the personalization of language.

Modern language study (French, German, Spanish) stresses the skills of listening, speaking, reading and writing while the Latin area focuses on translating and writing. Additionally, all language classes devote attention to the study of the cultures and civilizations of the target regions.

Teachers should take great care not to nominate students for the language component of the Governor's Honors Program just as a reward or recognition for good work or outstanding service. Since the modern language classes in the Governor's Honors Program are conducted exclusively in the target language, the state-level interview mandates that applicants possess adequate oral ability to express themselves well in the language and exhibit interest in the target culture. Latin students must demonstrate a solid command of Latin grammar, syntax, and vocabulary as well as an interest in classical civilization.

The state-level selection process will consist of an interview (conducted in the target language for modern languages) and a writing sample. The purposes of the interview and writing sample are to determine the level of linguistic proficiency attained by the student and to measure commitment and interest. Accordingly, students should consider and be able to discuss:

- commitment to intensive study in the target language. For the modern languages, this includes the use of the target language at all times during the major area (approximately four hours each day). For Latin, included are translating, composition and the study of classical civilization during the major area (approximately four hours each day), as well as some practice of spoken Latin
- involvement with the target language outside regular classroom activities at school (language clubs, community activities, peer tutoring, etc.)
- specific reasons for wanting to attend the program in the language area
- willingness to pursue independent interests and to work on an independent project
- general academic proficiency and specific proficiency in the language

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF LANGUAGES:

CRITERIA

EVIDENCE/DOCUMENTATION

The student must:

Be currently enrolled in the target language class at the second-year level or above.	Transcript
Display high motivation to use the target language.	Student application *Teacher recommendation Interview
Exhibit high motivation to attend the Governor's Honors Program in the language area.	Student application *Teacher recommendation *Interview
Present evidence of study, reading or creative activities involving the target language or culture beyond classroom expectations.	Student application *Teacher recommendation *Interview
Evidence high interest in learning about other cultures.	Student application *Teacher recommendation *Interview
Demonstrate high aptitude and achievement in language study and rank in the top 10% of his/her language class.	*Transcript *Teacher recommendation Writing sample
Be currently enrolled in the target language class at the second-year level or above.	*Transcript
Exhibit ability to work well independently or in small groups.	Teacher recommendation Interview
Show ability to use the target language orally in an interview and in writing (modern languages).	*Interview (Questions will be divided into three types: easy, average, difficult, and based on personal experience.) *Writing sample in target language
Show ability to translate English to Latin and Latin to English (Latin).	*Writing sample *Interview
Demonstrate familiarity with the target culture.	*Interview
Display interest in pursuing an independent study project in some aspect of the target language or culture.	Student application *Interview

* Evidence of the criteria must be shown in the starred items. Students will be disqualified if such evidence is not included. The evidence may be supported by information included in the non-starred items.

Note: Nominees may not use dictionaries when producing their writing sample.

Any student whose native language is French, German, or Spanish will not be allowed to participate in his/her language area at the Governor's Honors Program. For GHP purposes, a student is considered a native speaker of a particular language if one or more of the following is true:

- If the foreign language is the usual means of communication with either parent in the home.

- If the student has lived and attended school in the foreign country (not including American schools or military schools) for three or more consecutive years within the past five years, and the student exhibits native fluency.
- If the student has lived and attended school in the foreign country (not including American schools or military schools) for four or more years at any time in his or her academic career, and the student exhibits native fluency.

NOTE: A student who falls into any of the categories listed above and has not been eliminated at the system level will be eliminated by the state interview team.

MATHEMATICS

The mathematics department concerns itself with broadening the students' exposure to various branches of mathematics. Topics are tailored to reflect the diversity both of the students and of mathematics, and to offer challenges to students within their knowledge base. Extensive sets of topics, ranging from applied to theoretical and from concrete to abstract, are offered instead of intense traditional course offerings. The presence of mathematics in almost all students' day-to-day activities is also emphasized.

The types of activities in which students are involved include, but are not limited to, small group work, large group work, cooperative projects and individual efforts. The focus of all activities is student-centered problem solving. Student-to-student interaction is also emphasized. Students solve problems in a cooperative, collaborative effort, explain solutions to each other, present their research and formulate new problems. Students are instructed in the importance of the use of appropriate technology (primarily computers and calculators) in their work.

By the end of the program, students will have an increased understanding of the breadth of mathematics, an increased awareness of the place of mathematics in their world, and an increased ability to apply intellectual and technological tools to problem solving.

The following criteria will be used by the state selection committee in choosing GHP finalists in mathematics:

CRITERIA

EVIDENCE/DOCUMENTATION

The student:

Has high aptitude and achievement in mathematics identified by:

Student transcript
Teacher recommendation

1. achievement test scores within upper 10% (based on national norms) (scores must be submitted on student's credentials);
2. classroom performance; and
3. PSAT score and SAT (if available). A PSAT (or SAT) score is required and should be submitted on the student's credentials. If it is not, it must be brought to the interview.

Exhibits high level or original thinking in learning new ideas, solving problems or finding discrepancies, including the ability to tolerate ambiguity and to postpone closure in the process.

Teacher recommendation
Student application
Student interview

Exhibits high mental ability as evidenced by test scores and performance.

Student transcript/ PSAT (or SAT) scores
Teacher recommendation

Has studied a variety of courses in mathematics, including **geometry**.

Student transcript

Can work in a wide variety of learning situations (independently, in small groups, and in large groups) and has the self-discipline to organize and carry through with a minimum of supervision—not only in regularly assigned work—but also in self-motivated study.

Student interview
Student application
Teacher recommendation

Is not satisfied with minimum discussion or exploration but thinks ahead and is curious about what follows.

Teacher recommendation
Student application

Gives evidence of high verbal competence which facilitates his thinking, reading and both oral and written communication.

Teacher recommendation
Student application
Student interview
Student transcript/PSAT (or SAT) scores

Gives indication of a definite desire to study mathematics at GHP and expresses a personal commitment to attend and contribute to the program.

Teacher recommendation
Student application
Student interview

SCIENCE

(BIOLOGY, CHEMISTRY, PHYSICS)

The Governor's Honors Science department provides experiences in Biology, Chemistry, and Physics that challenge students to develop further the *Characteristics of Science* embodied in the Georgia Performance Science Process Standards (SCSh 1-9). The curriculum introduces students to laboratory experiences similar to those encountered by college students taking sophomore/junior level courses, followed by a research project. Students are expected to work with one partner on their project and to employ the concepts and methods learned earlier in the program through guided instruction. We encourage all students to move beyond what they already know or have accomplished and to explore new, unknown territories of thought and investigation.

Primary investigations will be confined to topics pre-selected by the staff for which the required equipment, resources, and supplies are available. The necessary materials for these investigations will be provided by GHP with no expense to the student.

GENERAL INFORMATION

The ideal candidate served by the program would be one who:

- Demonstrates academic excellence in the sciences, possessing a clear understanding of the key vocabulary, concepts, and principles of their major field (biology, chemistry, physics)
- Has a genuine curiosity about the natural world and the reasons for behaviors observed in the laboratory and elsewhere
- Enjoys challenges in the sciences outside their current knowledge base and expertise

Students nominated for the science program should demonstrate giftedness and talent with respect to the science process standards as well as the content standards. In particular, the nominating teacher and the student should **cite within the student application** specific examples of exemplary command of the following *Habits of Mind* and understanding of the nature of science:

- Demonstrating curiosity, honesty, openness, and skepticism in science
- Identifying and investigating problems scientifically
- Analyzing data and developing reasonable scientific explanations
- Communicating scientific investigations and information clearly
- Understanding important features of the process of scientific inquiry

NOTE: Although participation in science fairs, clubs, etc., may provide source material for supporting evidence of the above *Habits of Mind*, a citation alone is not a sufficient demonstration of sufficient behavior. Similarly, we encourage teachers to nominate students whom they believe to be gifted and talented in the sciences even if traditional forms of recognition are absent.

Nominees will be given approximately 20 minutes before the interview to: (1) analyze a data set and draw conclusions from it; and (2) propose a possible research investigation within the constraints of a broadly defined topic. Students will be able to choose from data sets and research topics within their content area. Their analysis and proposal will be discussed during the interview. They will be provided with writing materials to make notes; the notes will *not* be examined by the interviewers.

Examples of data that could be presented at the on-site interview for analysis could be: (1) a periodic chart showing the electrical conductivities of the elements; (2) graphs of the position, velocity, and time of a roller coaster car; or (3) a chart showing the daily locations of a pod of whales in the North Pacific.

An *example* of a broadly defined research topic would be the following: the Department of Homeland Security wants to increase the efficiency of screening passengers at airports while maintaining its ability to identify correctly dangerous items in passengers' luggage. Propose a scientific research investigation that would assist the Department in meeting this goal.

Neither these sample data sets nor the sample research topic will be choices on the day of the interview.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF SCIENCE:

CRITERIA	EVIDENCE/DOCUMENTATION
The student:	
Exhibits evidence of high academic proficiency.	Student application, transcript, PSAT (or SAT)
Demonstrates curiosity about the natural world	Student application, interview (Reading interests, participation in science clubs/Olympiad/bowls, science fairs, etc.)
Exhibits giftedness and talent in content area	Student application, transcript, data analysis, research topic
Exhibits the ability to think critically about data and draw conclusions	Data analysis/Interview
Exhibits the ability to develop probing research questions about a given scientific phenomenon	Research topic/Interview
Has strong objective support for his/her nomination from teachers and other adults who have worked with the student.	Teacher recommendation
Students nominated in <i>Biology</i> <u>must</u> have taken or be currently enrolled in a <i>Biology</i> course, and should be nominated by the <i>Biology</i> instructor.	Transcript
Students nominated in <i>Chemistry</i> <u>must</u> have taken or be currently enrolled in a <i>Chemistry</i> course, and should be nominated by the <i>Chemistry</i> instructor.	Transcript
Students nominated in <i>Physics</i> <u>must</u> have taken or be currently enrolled in a <i>Physics</i> course, and should be nominated by the <i>Physics</i> instructor.	Transcript

SOCIAL STUDIES

The social studies department at the Governor's Honors Program concerns itself with major national and international problems, issues, and concerns facing both governmental and non-governmental organizations at all levels. We focus upon integrating the various social science disciplines and creating and analyzing answers to problems and crises. We use the Renzulli model in planning and executing the curriculum in both content and methodology. Student-centered activities are emphasized at all times. Consideration is not only given to *what* students learn at the Governor's Honors Program, but also to *how* this knowledge might be applied in their local communities and in their own lives.

The kinds of activities in which students engage in the social studies major include primary historical research, role playing, small and large group activities, simulations, debates and writing activities. Students must become adept at quick, in-depth research and how to use that in various activities. They are often called on to assume roles and viewpoints that are quite different from their own. We do this to enable students to stretch and see issues, problems or concerns from different perspectives in order to consider multiple solutions/responses to an existing situation.

GENERAL INFORMATION

Social studies is the study of a variety of human relations— social, political, economic, cultural and environmental—both in the past and the present. The social studies area of the Governor's Honors Program is designed to assist the students to understand, analyze, evaluate and act upon questions important to our society. In addition, attention is given to how the social scientist gathers and interprets data, how alternatives are examined, and how decisions are made.

The goals of the social studies area are to assist students in:

- developing knowledge of social science disciplines and interrelationships with social issues.
- broadening geographical, political, economic, cultural and historical horizons.
- increasing knowledge and awareness of global interdependence.
- improving skills in independent and group research, stressing analysis, synthesis, and creativity.
- improving discussion, writing, and listening skills in the context of current social studies concerns.
- participating in decision-making activities.
- encouraging development of an attitude which accepts and respects many diverse opinions.
- researching primary historical sources such as microfilm and periodicals

Students in the social studies area should consider the following for the interview process:

- Their commitment to participate in the Governor's Honors Program.
- Their commitment to social studies.
- Their commitment to learning and enhancing their knowledge of the social studies.
- Their ability to organize and express ideas in debating situations.
- Their ability to interact and participate in large and small group activities.
- Their ability to participate in research projects.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF SOCIAL STUDIES:

CRITERIA

EVIDENCE/DOCUMENTATION

The student:

Has a high aptitude and achievement identified by achievement test scores and classroom performance.

Student application
Teacher recommendation

Has had a wide variety of experiences in the area of

Student application

social studies.	Teacher recommendation
Demonstrates interest in current events and issues.	Student application Student interview Simulation
Demonstrates the ability to deal with social situations through evidence of participating in school and community activities.	Student application Teacher recommendation Student interview
Demonstrates a positive attitude toward people and a willingness to accept individual differences among people.	Student interview Student application Teacher recommendation
Demonstrates an enthusiastic attitude toward learning.	Student interview Student application
Demonstrates a definite desire to study social studies at GHP, i.e., the area of social studies should be the student's first choice.	Student interview
Demonstrates the ability to carry out research in the various social science disciplines, gathering data, formulating hypotheses and drawing valid conclusions based on data.	Student interview Student application Teacher recommendation
Demonstrates the ability to work independently in both regularly assigned work and in self-motivated study.	Student application Student interview Teacher recommendation
Is able to discuss a selected social studies topic, to take a position on the topic, and to support this position.	Student interview Simulation
Exhibits a high level of original thinking in exploring new ideas and choosing among alternatives.	Student interview Teacher recommendation

The Social Studies interview process will be divided into two parts:

- an individual interview
- a group simulation

Simulation topics and instructions will be posted to the GHP Nominees web page and the GHP Coordinators' web page in early January.

DANCE

The Governor's Honors Program dance department goals are defined through three main objectives:

1. instructional preparation for the dancer through various forms of dance,
2. personal interaction with a variety of teachers, choreographers and other dancers,
3. expansion of students' ideas of what defines a dancer, and awareness of individual goals.

These objectives are met through four categories.

Daily Technique Classes in ballet, pointe, modern, jazz and improvisation are taught by faculty, guest teachers and students.

Choreography encourages students to develop their own artistic statement through improvisation and rehearsed performance pieces.

Performance Skills are developed through daily rehearsals, open rehearsals, ballet lecture/demonstrations, improvisation, and concerts during the final week of the program.

Dance History is presented through lecture/discussions, videos, films, student research, presentations to the class of various dancers/choreographers, actual reconstruction of period dances and student choreography of folk dances.

Students will experience participation in all of the aforementioned categories, thereby expanding their knowledge and technical level of dance, aesthetic judgment, definition of dance, and their interpersonal skills.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF DANCE:

CRITERIA

EVIDENCE/DOCUMENTATION

The student will:

Be nominated by his/her teacher of dance if there is one in the school. If there is no dance teacher in the school, a recommendation by the principal, independent dance studio teacher, or counselor will be acceptable.

Student application

Show evidence of successful dance training and experience in ballet, modern and jazz (list number of years of training in ballet, modern and jazz dance).

Student application
Teacher recommendation
Audition

Have the endorsement of a recognized dance teacher/performer.

Teacher recommendation

Provide evidence of good physical condition.

Teacher recommendation
Audition

Present other supportive evidence to be considered in the selection of finalists including grades, honors, references, and general achievement in school and community.

Student application
Teacher recommendation

Prepare and perform a choreographed piece of one minute (or less) in either ballet, modern or jazz. **NO TAP!** The accompaniment must be furnished by the candidate on either an audiocassette tape or music CD. A player will be provided. The prepared performance will be 20% of the total score. Judgment will be based on the performance, *not* the choreography. This one-minute piece should include two types of turns and two types of leaps. **It should not include props, costumes, gymnastic stunts, or singing.**

Audition

Show evidence of dance technical ability. Dance educators will conduct three 20-minute classes in ballet, modern and jazz dance at the audition. Pointe work will *not* be included in the ballet class.

Audition

Take a written knowledge test at the audition. The dance knowledge test consists of questions from the areas of ballet, modern and jazz.

Audition

Answer carefully prepared questions presented by adult interviewers to determine the student's interests, work habits, career plans, and knowledge of dance.

Interview

- Female students are to dress in a solid color leotard and pink stirrup or footless tights. Bring pink ballet shoes and jazz shoes (no pointe shoes, unless they are for use in the prepared choreography).
- Male students are to dress in a solid color leotard and black or gray stirrup or footless tights. Bring black ballet shoes and jazz shoes.
- Hair should be securely fastened away from face and neck.
- This attire applies to all performance parts of the audition process, i.e., there is no need to bring a change of clothing for the interview portion.

MUSIC

The Governor's Honors Program music department concerns itself with the study, preparation and performance of music, the primary outcome being a more complete musician. Chamber music in small group settings (both jazz and classical) has proven to be the most efficient and effective medium for this work. In the areas of study and preparation, students deal with elements of musical theory, analysis, criticism, history and aesthetics. In the area of performance, students are afforded several recital and concert opportunities in which to display the results of their study.

Opportunities for students may include:

1. practicing/rehearsing individually and in ensembles directed by students and/or faculty,
2. performing in both formal and informal settings,
3. co-developing performance projects with other majors (music and dance, music and art),
4. analyzing and critiquing music repertoire from antiquity to the present day,
5. attending exploratory classes in such subjects as music theory, conducting, history of jazz, and 20th century music
6. attending concerts and master classes presented by visiting artists,
7. attending concerts presented by other students,
8. engaging in creation of music through improvisation and composition.

At the end of the program, students will have established a basis for understanding how to study, prepare and perform music in a variety of styles and settings and be empowered to continue learning on their own.

GENERAL INFORMATION

Nominees in music should exhibit a high level of achievement, interest, and enthusiasm as evidenced by honors, degree of accomplishments, and commitment to music. Students may be nominated in string (violin, viola, cello, bass), woodwind, brass and percussion instruments; keyboard (piano); voice; and jazz (trumpet, trombone, saxophone, guitar, bass, drums and piano).

Local school systems may want to have preliminary auditions and interviews in order to select the finest music nominees possible. Allocations of nominees are made to local school systems and not to individual schools.

Jazz students please note: The GHP Jazz Major curriculum emphasizes the development of the skills of improvisation, and the strengthening of literacy and interpretation of jazz styles. Students that wish to be considered for nomination as a Jazz Major for GHP *must* have an ability to read melodic and chordal notation, and meet at least one of the following requirements:

- Have taken improvisation classes at school
- Have experience playing in an honor jazz band
- Have attended an intensive jazz camp or workshop that provides study in the skills of improvisation
- Have experience in their local school jazz band

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF MUSIC:

CRITERIA

EVIDENCE/DOCUMENTATION

The student will:

Achieve a grade average of "A" in the subject of Music except in advanced courses in which the grade average may be a "B."	Transcript
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Be nominated by the instructor in the subject area. If there is no music instructor in the school, a recommendation of either the principal or the counselor will be accepted.	Teacher recommendation
Be members of appropriate school's music organizations when such organizations exist in the school.	Student application Teacher recommendation
Demonstrated a high level of sustained interest and involvement in music.	Transcript Student application Teacher recommendation Interview
Demonstrate technical proficiency and musicality in performance.	Audition
Demonstrate sight-reading proficiency	Audition
(Jazz) Demonstrate improvisational ability	Audition

THE NOMINEE'S COMPOSITE SCORE WILL BE BASED ON THE FOLLOWING:

AUDITION

Music Nominees (with the exception of Jazz and Percussion): The student will perform a 90-second (or less) composition/partial composition of his/her own choice* and sight-read appropriate music.

Jazz nominees: The student will perform a 90-second (or less) jazz composition/partial composition or jazz etude of his/her own choice* and sight-read appropriate jazz music. Drummers will be asked to play "time" in swing, funk, Latin, and rock styles. Jazz nominees will be expected to improvise. Recorded accompaniment will be provided for the improvisation. **Jazz drummers must provide their own drumset.**

Percussion nominees (non-jazz): The student will perform one 90-second (or less) composition/partial composition of his/her own choice* for each of the following percussion areas: snare, timpani, and keyboard percussion. The student also will be required to sightread appropriate music in all three areas listed above. Percussionists proficient on drumset are encouraged to demonstrate that proficiency (Please refer to the jazz audition criteria listed above.). **Percussionists wishing to demonstrate proficiency on drumset must provide their own drumset.**

*PLEASE NOTE: Use of accompaniment is not required, and not a part of the audition score; however, nominees are encouraged to perform with accompaniment when appropriate. Pianos will be available for accompanists. Nominees choosing to perform to a prerecorded accompaniment should bring their own playback equipment.

INTERVIEW AND APPLICATION DOCUMENTS

The student will answer carefully prepared questions presented by adult interviewers to determine the student's intellect, choices, habits, plans, ambitions and knowledge of music.

Interviewers will examine the written application, placing particular emphasis on experiences which contribute to musical growth, performances, quality and quantity of repertoire, honors received, and the nominating teacher's recommendation.

Note: The applicant's transcript is the only attachment which will be accepted with the music application. Other attached articles, such as programs, honors, awards, will be discarded.

THEORY TEST

This is a taped listening test to determine the student's ability to discriminate like and unlike rhythms, melodies and chords.

THEATRE/PERFORMANCE

The Governor's Honors Program theatre performance department introduces students to non-traditional approaches to character and ensemble development with the anticipated results that the students will gain enriched acting skills and resources, and exhibit a deeper commitment to the process (not the product). To accomplish these goals, much of the work is done within an ensemble-oriented environment where students are encouraged to stretch themselves, take creative-choice risks and support others as they do the same. Additionally, students are helped to see the integration of all functions of the theatrical process by identifying the connections between audience, actor, director, designer, construction crew, stage manager, backstage crew, and playwright. The most common vehicle for the education process is improvisation (followed by feedback from peers & instructors) and the hands-on experiences provided by public performances throughout the entire program.

GENERAL INFORMATION

Performance nominees must have exceptional talent or potential and have demonstrated high achievement in theatre as determined by the drama or nominating teacher who is responsible for drama productions. Student abilities may be determined by classroom performance, individual effort beyond classroom or school expectations, and by activities and experiences outside the school community.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF THEATRE/PERFORMANCE:

CRITERIA

EVIDENCE/DOCUMENTATION

The student must demonstrate:

Unbroken concentration and high levels of energy; enthusiasm, concentration and stamina.

Audition
Exercise

Flexibility and openness to challenge and change.

Audition/Redirection
Exercise
Interview

The ability to give and receive information and impulses in partnered exercises. Avoidance of artificial devices to solve problems.

Exercise

An understanding of prepared scenes, and appropriate interpretation/believable characterization.

Audition

Natural mannerisms and motivated, purposeful, consistent movement. Creativity and artistic perspective.

Audition
Exercise

A professional attitude.

Audition
Exercise
Interview

The ability to work in self-directed situations.

Interview
Student application

Commitment to GHP, theatre and learning.

Teacher recommendation
Interview

Knowledge and awareness of theatre. Individual effort, experience or involvement in theatrical activities in and

Interview
Student application

out of school.

THE NOMINEE'S COMPOSITE SCORE WILL BE BASED ON THE FOLLOWING:

AUDITION

Nominees must select and perform one piece **excerpted from a play** of merit that they have prepared in advance. The selection should not exceed three (3) minutes and should show versatility in role or characterization. Nominees must be able to discuss their piece in depth and to modify their approach as redirected by the judges.

INTERVIEW AND APPLICATION DOCUMENTS

The student will answer carefully prepared questions presented by adult interviewers to determine the student's intellect, choices, habits, plans, ambitions and knowledge of theatre. In the interview, nominees should be able to discuss such items as previous experiences in acting, characterizations in various plays performed, the importance of self-discipline as a member of the acting profession, and their expectations for this type of concentrated program in theatre arts. Nominees should be enthusiastic about and have some knowledge and awareness of theatre (direction of plays, stage techniques, stagecraft, methods of acting, and the like).

The interviewer will examine the written application, placing particular emphasis on honors received, experiences which contribute to artistic growth, performances, quality and quantity of repertoire and the nominating teacher's recommendation.

Note: The applicant's transcript is the only attachment which will be accepted with the theatre application. Other attached articles, such as photographs, programs, honors, awards, will be discarded.

EXERCISE

Nominees will participate in a group improvisation exercise.

THEATRE/DESIGN

The Governor’s Honors Program theatre design program provides students with particular interest in the technical aspects of theatrical production the opportunity to explore advanced topics in theatre design. Students will be exposed to script analysis, design research, historical design approaches as well as contemporary design issues. Students will explore the design process for sets, costumes, and properties.

Construction, except for very limited opportunities, is not a component of this area. Theatre design students will also engage in the performance classes of the theatre department.

GENERAL INFORMATION

Nominees must have exceptional talent or potential and must have demonstrated high achievement in theatre as determined by the drama or nominating teacher who is responsible for drama productions. Student abilities may be determined by classroom performance, individual effort beyond classroom or school expectations, and by activities and experiences outside the school community.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF THEATRE/DESIGN:

CRITERIA	EVIDENCE/DOCUMENTATION
The student must demonstrate:	
Flexibility and openness to challenge and change.	Interview
A professional attitude. The ability to work in self-directed situations.	Interview
Commitment to GHP, theatre and learning.	Teacher recommendation Interview
Knowledge and awareness of theatre. Individual effort, experience or involvement in theatrical activities in and out of school.	Interview Student application Portfolio presentation
General knowledge of historical theatre staging practice	Interview Student application
Awareness of contemporary theatre staging practice	Interview Portfolio presentation
Ability to express ideas visually	Portfolio presentation
Ability to propose and discuss design ideas based on script analysis and research	Interview Portfolio presentation

THE NOMINEE'S COMPOSITE SCORE WILL BE BASED ON THE FOLLOWING:

PORTFOLIO PRESENTATION

The Presentation will consist of two scores: a) the student discussing the original work and the process used in developing it; and b) the Assigned Script review.

The “Assigned Script” review: In January, the title of a Shakespeare play will be posted on the GHP website. The student will be responsible for researching up to five different productions of this script to see how designers responded to the script. As part of the portfolio, the student should bring

articles, photos, drawings, reviews, etc., of these productions and be prepared to discuss how the designers of these productions solved the problems of theatrical design.

For example, if the Assigned Script were *Timon of Athens*, then the student might find a production set in the American West, one in Edwardian England, and one using clowns. The student should then be prepared to use the research materials in the portfolio to discuss how the designer (in collaboration with the director) used the script to design the show.

STUDENT PORTFOLIO CONTENTS

The student will present a portfolio of work, which will consist of the following:

- One set design (elevation) or three costume plates for a play, musical, or performance piece in which the student has not been involved.
- No fewer than five sketches for the above design(s), showing how the student's conception developed. The sketches may be in a notebook or loose.
- Photos of a set, costume, or property which the student has built or worked on (but not necessarily designed.)
- One other example of the student's interest and ability in the design area. (This example can be sketches, set elevations, set models, prop designs, lighting plots, floor plans/construction drawings, etc.)
- Materials (no fewer than five items) representing the student's research of the Assigned Script. These items can be visual or textual.

INTERVIEW AND APPLICATION DOCUMENTS

The student will answer carefully prepared questions presented by adult interviewers to determine the student's intellect, choices, habits, plans, ambitions and knowledge of theatre. In the interview, nominees should be able to discuss such items as previous experiences in theatre, the importance of self-discipline as a member of the theatre profession, and their expectations for this type of concentrated program in theatre arts. Nominees should be enthusiastic about and have some knowledge and awareness of theatre (direction of plays, stage techniques, stagecraft, methods of acting, and the like).

The written application will be examined. Particular emphasis will be placed on experiences which contribute to artistic growth, performances, quality and quantity of repertoire; and the nominating teacher's recommendation.

Note: The applicant's transcript is the *only* attachment which will be accepted with the theatre application. Other attached articles, such as photographs, programs, honors, awards, will be discarded.

VISUAL ARTS

The Governor’s Honors Program visual arts department is primarily studio oriented. Students are introduced to different media, techniques, styles, and conceptual ideas that are not normally presented in most Georgia high schools.

New ideas and challenging concepts in the visual arts are important parts of the instructional program. A spirit of experimentation and risk-taking is promoted by encouraging students to venture into unfamiliar ground. The first half of the program focuses on the introduction of a variety of media and methods while the last half is less structured, more flexible and open, requiring students to work more independently in the areas of their interests. Each student develops a portfolio of artworks demonstrating breadth and depth of individual ideas.

Visiting artists participate in the program with workshops, demonstrations and lectures. During the final week, a student art exhibition displays the works produced by the students.

At the conclusion of the program, the students will be more aware of the wide variety of media, techniques and concepts that make up the visual arts today; will have obtained a positive art experience that promotes visual expression free of prejudice, stereotypes, and preconceived notions of the visual arts; and will have had the opportunity to challenge, search, and question the idea of art.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF VISUAL ARTS:

CRITERIA

EVIDENCE/DOCUMENTATION

The student:

Exhibits initiative and commitment toward learning and the desire to study the visual arts.

Interview
Student Application

Evidences high aptitude and achievement in the visual arts identified by:

Student Portfolio
Interview
Student Application
Art Exam

- Imaginative and creative artworks produced by the student, new approaches to visual expressions;
- Sensitivity to the aesthetic qualities of artworks, such as the feeling of balance, proportion and pleasing arrangement; thought provoking subject matter; craftsmanship;
- Unusual conceptual ability and skill in organizing thoughts visually in a given space;
- Knowledge of art concepts and vocabulary;
- Awareness of potential and limitation of media, exploration of diverse materials.

Exhibits original thinking in solving problems and in exploring new ideas.

Student Portfolio
Interview
Teacher Recommendation

Demonstrates the ability to work independently in both regularly assigned work and in self-motivated study.

Interview
Teacher Recommendation

THE NOMINEE'S COMPOSITE SCORE WILL BE BASED ON THE FOLLOWING:

INTERVIEW, PORTFOLIO, AND ART EXAM: Art students will report to the designated interview center at the interview time posted on the GHP Web Page. At the art registration, each student will receive instructions for displaying artworks. At the appointed interview time, a team of interviewers will view the student's art portfolio and will engage in discussions with the student. The student MUST place the art from the portfolio on the floor for the interviewers to view; easels, tables and other display supplies may not be used at the interview center. Upon completion of the interview, the student will remove his/her artworks from the display area. The student will then proceed to the testing area to take a written exam (approximately 30 minutes).

PORTFOLIO SPECIFICATIONS

The portfolio is a vehicle through which students can demonstrate their ability to deal with the fundamental concerns of the visual arts. Evaluation of the portfolio will provide the interview team 1) a sense of quality in a student's work, and 2) a sense of the breadth of experience in the formal, technical and expressive means of the student artist.

Each student should bring to the interview a portfolio containing the following required artworks:

- three (3) drawings
- two (2) colorworks
- two (2) designs
- one (1) three-dimensional work.

A minimum of eight (8) artworks must be included in the portfolio.

The student may NOT submit the same work in more than one category.

A maximum of five additional artworks selected by the student may be added to the portfolio. Examples of other artworks may include photographs and pottery if NOT included in other categories. A sketchbook may be included for one of the five additional artworks.

Drawings (3)

The group of *three drawings* should include works in which: a) both line and tone (shadow, shading) are used; and, b) a range of expression as well as an exploratory use of materials are demonstrated.

The drawings may be produced using a variety of media separately and in combination. Tools, materials and approaches may include, but are not limited to, the following: pencil, pen and ink, brush, pastel, chalk, conte' crayon, crayon, charcoal, and wash.

The drawings should be labeled "Drawing" on the back of each.

Color Artworks (2)

The color category requires each student to include in the portfolio *two artworks* in which color is the major component and in which the various means of color organization are demonstrated. These works may be either two-dimensional or three-dimensional.

Examples:

- a. Color organization via a specific color theory
- b. Contrast of color
- c. Color as a primary means of expression
- d. Effects of various color schemes on similar subjects in terms of expressive quality

The color artworks should be labeled "Color" on the back of each.

Designs (2)

This category requires each student to submit *two (2) artworks* in which the principles of visual organization are the major components being displayed.

Examples:

- a. Positive/Negative Space

b. Development of a Repeat Pattern or Modular Design

The designs should be labeled "Designs" on the back of each.

Three-Dimensional Work (1)

This category requires a student to submit *one (1) three-dimensional artwork* using traditional, found or created materials. Works submitted may include, but are not limited to, figurative or non-figurative sculpture, furniture, jewelry, containers, woven and metallic forms.

The three-dimensional work should be labeled "3-D" on the back of each.

PLEASE NOTE: ALL TWO-DIMENSIONAL ARTWORKS SHOULD BE MOUNTED OR MATTED ON NEUTRAL, WHITE, OFF-WHITE OR GREY BOARD.

EXECUTIVE MANAGEMENT

The Executive Management component of the Governor's Honors Program provides business experiences for students with strong instructional backgrounds emphasizing business management, business education, marketing, technical, and trade and industrial education.

Students nominated should be interested in **business management** and possess good computer, creative thinking, and interpersonal skills. They should also have problem-solving abilities, be aware of current events, and be able to research and critique information effectively. Students will write a business plan that is complete and could be taken to a bank for financing. Students will also explore characteristics of entrepreneurs, investing money for the future, the use and misuse of credit, and manners and dress for the business environment.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF EXECUTIVE MANAGEMENT:

ALL DOCUMENTATION MUST BE SUPPLIED.

CRITERIA

EVIDENCE/DOCUMENTATION

The student must:

Have taken or be currently enrolled in a Career/Technology education course such as business education, economics, marketing education, or work-based learning experience (WBL). Interest in the American market economy is important. Having a business of their own, an idea they would like to pursue, or work experience is also important.

Transcript
Student application
Teacher Recommendation

Demonstrate knowledge, interest and aptitude in one of the specified career areas listed above indicating the ability to perform in the area of business planning and management.

Teacher recommendation

Submit a **resume** describing activities as a result of participation in career oriented instructional programs, student organizations, leadership positions (president, committees, etc.), school and community projects, or independent studies.

Resume
MANDATORY: Submit with nomination form!

Indicate a definite desire to participate in GHP in the Executive Management area.

Student application

Exhibit achievement and leadership in student organizations, such as DECA and FBLA.

Teacher recommendation

Have a strong endorsement from the school and a teacher having knowledge of the student's capabilities.

Teacher recommendation

Be able to work in an unsupervised setting and possess a thorough knowledge of safety and health precautions.

Teacher recommendation

Be able to work independently or in a small group setting.

Teacher recommendation

Be involved in civic or volunteer community activities.

Certificate or letter(s) of participation
from adult community leader(s).

**MANDATORY: Submit with
nomination form.**

ARCHITECTURAL, GRAPHIC & INDUSTRIAL DESIGN

The Architectural, Graphic, and Industrial Design component of the Governor's Honors Program provides unique opportunities for students with prior instruction in architectural drafting and design, industrial design, technology education, landscaping design, construction, or graphic arts to employ these skills on a selection of projects that emphasize design process.

Students should possess manual dexterity, creativity, and abstract thinking abilities. They should be able to effectively research and critique information, develop concepts in a creative context and work in teams to achieve program objectives.

Design students will complete hands-on research-based projects related to 3-Dimensional design topics and the development of presentation materials. Previous experience with ideation sketching, model-making, computer-aided drafting systems or board drafting will be helpful and is highly recommended.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF COMMERCIAL AND INDUSTRIAL ARCHITECTURAL DESIGN.

ALL DOCUMENTATION MUST BE SUPPLIED.

CRITERIA

EVIDENCE/DOCUMENTATION

The student must:

Have taken or be currently enrolled in a Career/Technology education course such as drafting and design, graphic arts, technology education, or construction where the student has an opportunity to use computer-aided design (CAD).

Transcript
Student application
Teacher Recommendation

Demonstrate knowledge, interest and aptitude in one of the specified career areas listed above indicating the ability to perform in the areas of architectural, graphic, or industrial design.

Teacher recommendation

Provide a **resume** and **work samples** (such as blue prints, sketches, construction drawings, or computer models for projects) describing activities and achievements as a result of participation in school projects or independent studies.

Resume and Work Sample(s)
MANDATORY: Bring to Interview!

Indicate a definite desire to participate in GHP in the **area of architectural, graphic, and industrial design.**

Student application

Exhibit achievement and leadership in student organizations, such as TSA, Skills USA, FCCLA, DECA and FBLA.

Teacher recommendation

Have a strong endorsement from the school and a teacher having knowledge of the student's capabilities.

Teacher recommendation

Be able to work in an unsupervised setting and with a thorough knowledge of safety and health precautions.

Teacher recommendation

Be able to work independently or in small team/group settings.

Teacher recommendation

ENGINEERING & TECHNOLOGY

The Engineering & Technology component of the Governor's Honors Program provides unique opportunities for students involved in technology education. The students' instructional background should reflect work in manufacturing engineering, electronics, or technology education. The student should have an avid interest in technological change and application.

Please be advised that this is *not* a course in computer programming.

Students nominated to the technology component should have an interest in developing their concrete, abstract, and creative thinking skills in the areas of automation, pneumatics, mechanical systems, engineering, problem solving, computer numerical control (CNC), computer-integrated manufacturing (CIM), computer-aided publishing (CAP), electronics, laser applications, computer-aided design (CAD), animation, video and robotics. Emphasis will be placed on problem solving, understanding interfacing and hardware and participation in hands-on applications. Research work will be performed involving creative applications and effects of these technologies on our society.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF TECHNOLOGY:

ALL DOCUMENTATION MUST BE SUPPLIED.

CRITERIA

EVIDENCE/DOCUMENTATION

The student must exhibit:

Have taken or be currently enrolled in a Career/Technology education course such as electronics, technology education (Technology, Engineering, CNC, Robotics, etc.), or manufacturing engineering.

Transcript
Student application
Teacher Recommendation

Demonstrate knowledge, interest and aptitude in one of the specified career areas related to Engineering & Technology Education. Indicate familiarity with such technological applications as computer numerical control (CNC), computer-aided drafting (CAD), computer-aided manufacturing (CAM), animation, video production, electronics, energy power transfer, and robotics.

Teacher recommendation

Provide a **resume** and **work samples**, such as a CNC program, robotics, graphic design, portfolio of work, engineering notebook, etc.).

Resume and Work Sample(s)
MANDATORY: Bring to Interview!

Indicate a definite desire to participate in GHP in the **area of Engineering & Technology Education.**

Student application
Interview

Exhibit achievement and leadership in student organizations, such as TSA and Skills USA.

Teacher recommendation

Have a strong endorsement from the school and a teacher having knowledge of the student's capabilities.

Teacher recommendation

Be able to work in an unsupervised setting and with a thorough knowledge of safety and health precautions.

Teacher recommendation

Be able to work independently or in small group/team settings.

Teacher recommendation

AGRISCIENCE/BIOTECHNOLOGY

The Agricultural Education Agriscience/Biotechnology component of the Governor's Honors Program provides experiences for outstanding students in biotechnology for plants, animals, and the environment.

This program is designed to provide a comprehensive contemporary program of research based Agriscience education for the career-bound agriculture student. Students need to understand biotechnology in order to understand the agriculture industry and the products, production, and use. Topics may include the following, based on student interest:

- Fundamentals of Agricultural Biotechnology
- Agricultural Biotechnology and Its Uses
- Genetics and Agricultural Biotechnology
- Microbiology and Agricultural Biotechnology
- Biochemistry and Agricultural Biotechnology
- Laboratory Techniques and Procedures
- Crop and Ornamental Horticulture Applications of Biotechnology
- Biotechnology Applications in Animal Production
- Biotechnology and the Environment
- Food Science Applications of Biotechnology

The program will focus on applications of biotechnology in agriculture. Activities will be organized around ways that people are likely to encounter biotechnology (such as the roles of a technician, consumer, researcher, food producer, etc.). Activities will include opportunities to practice important skills, such as applying mathematics, practicing communications, performing laboratory skills, applying the scientific method, conducting Supervised Agricultural Experiences, and participating in agriscience leadership organizations.

Students nominated should be interested in Agriscience and Biotechnology, possess good computer skills, be creative thinkers, and have good interpersonal skills. Most importantly, students should possess problem solving abilities and be able to effectively research and critique information. Students will communicate in a variety of formats about the results of experiments, data collection, research, or their opinions on issues. Students also will design, critique, and perform experiments. Career and issues information will be incorporated into each topic.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF AGRISCIENCE/BIOTECHNOLOGY:

ALL DOCUMENTATION MUST BE SUPPLIED.

CRITERIA

EVIDENCE/DOCUMENTATION

The student must exhibit:

Have taken or be currently enrolled in an agricultural education course such as forestry, horticulture, agriculture, mechanics, animal science, plant science, or agriscience. Agriscience is highly recommended with an awareness and appreciation of biotechnology.

Transcript
Student application
Teacher recommendation

Demonstrate knowledge, interest, and aptitude in an agricultural career and the ability to communicate in a variety of formats about the results of experiments, data collection, research, or issues of public policy and agribusiness.

Student application
Teacher recommendation
Assigned Topic Review (NEW in 2013)

Exhibit evidence of high academic proficiency. An overall GPA of 3.0 is required with an A in science courses (or B in honors or AP classes) and an A in agricultural education courses.	Student application Transcript PSAT/SAT scores
Indicate a desire to participate in GHP in Agriscience and Biotechnology.	Teacher recommendation
Provide a resume describing activities. List activities in these areas (use these headings): (1) Participation in agricultural education classes; (2) Participation in Agriscience; (3) Participation in FFA and other Agriculture organizations; (4) Participation in other student organizations and community groups; (5) Leadership positions; (6) Academic achievements; (7) Agriculture Supervised Experience Projects.	MANDATORY: Bring three (3) copies to the interview.
Exhibit achievement in the FFA and/or other student and agriculture related leadership organizations.	Teacher recommendation Student application
Have a strong endorsement from the school and a teacher having knowledge of the student's capabilities.	Teacher recommendation
Be able to work in an unsupervised setting and possess a thorough knowledge of safety and health precautions.	Teacher recommendation

Note: The resume should *not* be included with nomination form. Three copies should be brought to the interview.

THE NOMINEE'S COMPOSITE SCORE WILL BE BASED ON THE FOLLOWING:

INTERVIEW AND APPLICATION DOCUMENTS

The student will answer carefully prepared questions presented by adult interviewers to determine the student's intellect, choices, habits, plans, ambitions and knowledge of AgriScience and Biotechnology. In the interview, nominees should be able to discuss such items as previous experiences in biotechnology, their current knowledge level and plans for the future, and their expectations for this type of concentrated program in biotechnology. Nominees should be enthusiastic about and have some knowledge and awareness of the current state of biotechnology in terms of applied research, public policy, and/or agribusiness.

The written application will be examined. Particular emphasis will be placed on experiences which demonstrate the student's capacity for independent, advanced learning.

ASSIGNED TOPIC REVIEW

In January, three topics—one each in applied research, public policy, and agribusiness—will be posted on the GHP website. The student will choose *one* of these topics to research, collecting research materials along with personal notes to bring to the interview. The student should find material which covers the background of the issue; multiple proposed solutions; original data for the multiple solutions; arguments for and against the solutions.

The student should be able to discuss the topic with the interviewers by being able to:

- Give an overview of the topic
- Explain the differing viewpoints surrounding the topic
- Explain the student's personal position on the topic
- Offer a critique of the data available

Sample topics and instructions will be available on the GHP Nominees webpage.

AGRISCIENCE/ ENVIRONMENTAL SCIENCE

The Agricultural Education Agriscience/Environmental Science component of the Governor’s Honors Program provides experiences for outstanding students in soils and hydrology, forestry, and natural resources.

This program is designed to provide a comprehensive contemporary program of research based Agriscience education for the career-bound agriculture student. Students need to understand environmental science in order to understand the agriculture industry and the products, production, and use. Topics may include the following, based on student interest:

- Soils and Hydrology
- Forest Science
- Wildlife Management
- Natural Resources
- Conservation Management
- Environmental Issues
- Urban and Community Forestry
- Environmental Science and Stewardship

The program will focus on applications of environmental science in agriculture. Activities will be organized around ways that people are likely to encounter environmental science (such as the roles of a technician, consumer, researcher, food producer, etc.). Activities will include opportunities to practice important skills such as applying mathematics, practicing communications, performing laboratory skills, applying the scientific method, conducting Supervised Agricultural Experiences, and participating in agriscience leadership organizations.

Students nominated should be interested in Environmental Science, possess good computer skills, be creative thinkers, and have good interpersonal skills. Students should possess problem-solving abilities and be able to effectively research and critique information. Students will communicate in a variety of formats about the results of experiments, data collection, research, or their opinions on issues. Students also will design, critique, and perform experiments. Career and issues information will be incorporated into each topic.

THE FOLLOWING CRITERIA MUST BE MET BY STUDENTS NOMINATED IN THE AREA OF AGRISCIENCE/ENVIRONMENTAL SCIENCE:

ALL DOCUMENTATION MUST BE SUPPLIED.

CRITERIA

EVIDENCE/DOCUMENTATION

The student must exhibit:

Have taken or be currently enrolled in an agricultural education course or environmental science class such as forestry, horticulture, agriculture, mechanics, animal science, plant science, or agriscience. Agriscience is highly recommended with an awareness and appreciation of environmental science.

Transcript
Student application
Teacher recommendation

Demonstrate knowledge, interest, and aptitude in an agricultural career and the ability to communicate in a variety of formats about the results of experiments, data collection, research, or issues of public policy and agribusiness.

Student application
Teacher recommendation
Assigned Topic Review (NEW in 2013)

Exhibit evidence of high academic proficiency. An

Student application Transcript

overall GPA of 3.0 is required with an A in science courses (or B in honors or AP classes) and an A in agricultural education courses.

PSAT/SAT scores

Indicate a desire to participate in GHP in Environmental Science.

Teacher recommendation

Provide a resume describing activities. List activities in these areas (use these headings): (1) Participation in agriculture education classes; (2) Participation in Agriscience; (3) Participation in FFA and other Agriculture organizations; (4) Participation in other student organizations and community groups; (5) Leadership positions; (6) Academic achievements; (7) Agriculture Supervised Experience Projects.

MANDATORY: Bring three (3) copies to the interview.

Exhibit achievement in the FFA and/or other student and natural resources related leadership organizations.

Teacher recommendation
Student application

Have a strong endorsement from the school and a teacher having knowledge of the student's capabilities.

Teacher recommendation

Be able to work in an unsupervised setting and possess a thorough knowledge of safety and health precautions.

Teacher recommendation

Note: The resume should *not* be included with nomination form. Three copies should be brought to the interview.

THE NOMINEE'S COMPOSITE SCORE WILL BE BASED ON THE FOLLOWING:

INTERVIEW AND APPLICATION DOCUMENTS

The student will answer carefully prepared questions presented by adult interviewers to determine the student's intellect, choices, habits, plans, ambitions and knowledge of AgriScience and Environmental Science. In the interview, nominees should be able to discuss such items as previous experiences in environmental science, their current knowledge level and plans for the future, and their expectations for this type of concentrated program in environmental science. Nominees should be enthusiastic about and have some knowledge and awareness of the current state of environmental science in terms of applied research, public policy, and/or agribusiness.

The written application will be examined. Particular emphasis will be placed on experiences which demonstrate the student's capacity for independent, advanced learning.

ASSIGNED TOPIC REVIEW

In January, three topics—one each in applied research, public policy, and agribusiness—will be posted on the GHP website. The student will choose *one* of these topics to research, collecting research materials along with personal notes to bring to the interview. The student should find material which covers the background of the issue; multiple proposed solutions; original data for the multiple solutions; arguments for and against the solutions.

The student should be able to discuss the topic with the interviewers by being able to:

- Give an overview of the topic
- Explain the differing viewpoints surrounding the topic
- Explain the student's personal position on the topic
- Offer a critique of the data available

Sample topics and instructions will be available on the GHP Nominees webpage.